

**September 28, 2023 Board Meeting Written Comments**  
**Received between Tuesday, September 26<sup>th</sup> and Friday, September 29<sup>th</sup>**  
**Submitted via Written Comments Form**

1	I would like to see the Board of Education follow through on its commitment to create a standing Black Student Achievement Committee.
2	<p>Dear Chicago Board of Education Members,</p> <p>Thank you for your commitment to Chicago public school children. Our organization the Near North Unity Program shares this commitment to our area school students and works with many CPS schools in our area, including Ruben Salazar, Franklin Fine Arts, Skinner North, Ogden Jenner, the Noble Academy, and Manierre. Today I am writing to you about community concerns regarding an attempt to remove inter-campus shuttle bus service between the Ogden and Jenner campuses of Ogden International school.</p> <p>A PowerPoint presentation was given at the 9/25 Near North Unity Program's (NNUP) monthly community meeting. I will be sending this presentation via email to the BOE members as we were unable to register to publicly speak at the 9/28 BOE meeting. The information inside the presentation outlines concerns about CPS and the Ogden school's LSC and Administration's decreasing commitments to fund the inter-campus shuttle bus service that supports the success of the Ogden Jenner campus sharing merger – a merger created to support equitable CPS student access to high quality neighborhood IB education. A merger that was needed to overcome the historic inequities that were created by racially gerrymandered CPS elementary school attendance borders here on the Near North side in the former Cabrini Green community.</p> <p>Thank you for reviewing this presentation. Please reach out to further discuss how the BOE and our organization and the community can work together. We know we need to work with the school, parents, and CPS so we can make sure inter-campus transportation support for the Ogden Jenner campus sharing merger is always contained in the CPS yearly budget. I look forward to discussing this on-going opportunity for CPS to continue to provide educational racial equity here on the Near North side.</p> <p>Thank you.  the Near North Unity Program  <a href="http://www.nnup.org">www.nnup.org</a></p>
3	<p>I wanted to express our family's frustration for the lack of busing for kids in the Options programs. Because CPS does not take in to account the distance of a child when placing them, but did promise bus service, we decided in 2021 to send our son to Pritzker, despite living in Beverly. Staying at our neighborhood school was not an option. He was bored out of his mind and not at all challenged, despite multiple requests for differentiated learning. The only offer from our neighborhood school was for him to move up a grade, but he has an August birthday and is the youngest in his class, so maturity wise that was not a good option and he would not have done well with kids nearly 2 years older than him. He's flourished in the gifted program at Pritzker and we have seen tremendous growth. He could not at all get this at our neighborhood school, unfortunately. Driving him to and from Bucktown is not a long term manageable solution though. Offering him a Ventra card, when we live nowhere near public transit, is laughable. There is no way that sending him the length of the city, on a faulty public transit system that most adults will not ride, would ever be a feasible option and should not be the suggestion for hundreds of kids. He absolutely needs to be in a gifted class. CPS needs to either be able to get him there or figure out a way to meet each kids'</p>

	<p>needs at their neighborhood school, as almost every other district in the country is able to do. Gifted kids are also diverse learners and are no less important. Additionally, I called the bus company from last year about something else. While on that call, they stated that they had drivers available to route him but that CPS had not reached out. That is very different than the narrative CPS is presenting. Additionally, it is disgusting that we were told just a few weeks before school about this. There was no way that this was not known to the district sooner. In conclusion, If he and other students are not able to have their needs met at neighborhood school, then the city needs to find a way to get him to the school that can meet his needs. A tour through the city on a dangerous public transit system is not the solution. It was promised that he would be bused there before ever applying -- we may have considered something else had we known, but it also isn't fair to ask him to make new friends, leave the environment he knows, etc at this point in time. We have done what we are supposed to do to support his learning, now it is CPS's turn.</p>
4	<p>During the regular Board of Education (BOE) meeting, Union President Troy Laraviere outlined serious charges alleging gross misconduct and conspiracy against several principals in the CPS system. The BOE was asked and encouraged to investigate these charges. My question is "...has the BOE investigated these charges and if so, what are your preliminary findings? If you have not, why not?"</p>
5	<p>The People's Response Network would like to submit the following school policy recommendations:</p> <ol style="list-style-type: none"> <li>1. No School Closings: CPS Schools and properties are not for sale to private developers.</li> <li>2. Food: End all private food contracts. Hire CPS Parents in unions, public jobs, and real kitchens in schools.</li> <li>3. Clean Schools: End ALL Private Housekeeping contracts. Hire CPS Parents in a union, public jobs.</li> <li>4. Free student year-round CTA passes.</li> <li>5. Disability Rights: More special education teachers, assistants, psychologists, licensed clinical social workers and IEPs, not 504s.</li> <li>6. Hire More Black American teachers</li> <li>7. Replace all CPS Police/SROs with social workers, psychologists, counselors</li> <li>8. Weekly Free COVID testing and contact tracing.</li> <li>9. Implement the Vaccines for Kids program.</li> <li>10. Bring back the nursing program in CPS Schools.</li> </ol>
6	<p>Please reinstate bussing for as many students as possible. I am a parent to 2 kids who have been accepted and committed to A.N. Pritzker with the promise of bussing from our neighborhood. We planned our childcare and youngest child's pre-school around the bussing sites that the CPS transportation office provided to us last year. The district has an obligation to provide bussing to families that qualify for the service. The removal of bussing is just yet another way the district is failing our kids in practice and perception.</p>

	<p>We want to be champions for our Chicago public school system, but as an options family with two working parents and 2 young kids (5 and 7 years old) that clearly cannot take public transport to school sites on their own, the district is forcing us to consider a potential move to the suburbs where public school districts seem to have no problem hiring the required drivers.</p>
7	<p>My family/child has been using cps transportation for the past 8 years and all the sudden 2 weeks before school starts CPS announced that there is no more transportation for our children. I am very disappointed in the way CPS has been handle this situation my family like many others are working families that depended on this transportation. Since we don't have the support from cps since the day school started my family has been struggling daily. We are paying weekly\$50+ for 3-4 rides going to school and for the way back, my child waits for me or for an adult to come home. She has taken public transportation but I do not feel comfortable for my 13 year old daughter to take public transportation daily now that winter is coming and at 4 pm is going to be dark which means more danger for our children CPS has more drivers than last year and for some reason cannot make the right accommodations for our children to be safe.</p>
8	<p>Please support parent with school bus. My family and many families are being affected because CPS is not supporting parents with bus services.</p>
9	<p>I would like to voice concern over the removal of bussing for CPS general education students, and in particular for Selective Enrollment and Magnet schools. Both of my children attend Selective Enrollment schools housed within neighborhood schools, and transportation is a key element at both.</p> <p>My children are in wonderfully diverse classrooms, and that diversity is made possible by kids from all over the city having the opportunity to attend. We enrolled our kids in these programs with the reasonable belief that transportation would be provided for students living a certain distance from school, and for years it was provided. Removing bussing has meant hustling to round up carpool families. For our family, we are now driving over an hour round trip in the morning, and over 90 minutes in the afternoon. Taking over school transportation from CPS has severely impacted my husband and my ability to work, and our children's ability to participate in after school activities. The drives occur during our workdays, and when we miss hours from work, those hours have to be made up in the evening, impacting our ability to take our children to sports and other activities.</p> <p>While (at this point) the commute is extremely inconvenient for our family, we are lucky enough to be making it work in the short term. Long term, I don't know how we continue. This may mean pulling my children back to their neighborhood school, which has far less diversity and does not offer the accelerated academic pace my son especially needs.</p> <p>For families not in our circumstances what options do they have? Is removal of bussing simply a plan to eliminate magnet and selective enrollment by removing part of the foundation they are built upon? Chicago has the top high schools in this state for a reason. Don't dismantle the schools that feed into those programs, take away programs these kids have worked so hard to succeed in, and make it impossible for diverse learning environments to flourish by taking away CPS bussing.</p>
10	<p>A classmate in my sons 7th grade classroom pulled his pants and underwear down in front of his classmates September 13th. I was told it will be investigated by OSP. The result was they will no longer investigate this matter as of September 25. The student did not get suspended or expelled for this sexual harassment to my son. He had a similar run in last year where he took my sons hand to touch a female student inappropriately. What protection and protocols are in place for this type of situation that he can just return</p>

	to school and neither of these things be implemented? I think cps dropped the ball in this matter.
11	<p>As someone working in high school classrooms, I am aware of the widespread substance usage among young adults. In fact, from 2019 to 2023, there have been a multiplicity of CPS students who have been hospitalized after overdosing at school.</p> <p>In order to address this issue, systematic overdose response trainings must be implemented at Chicago Public High Schools. Moreover, this training must emphasize harm-reduction, providing instruction on Naloxone administration.</p> <p>As many of you know, Naloxone is a life-saving over-the-counter medication that can reverse an overdose from the receptor level, restoring breathing within seconds. In addition, if Naloxone is administered to someone who does not have opioids in their system, it will not harm them.</p> <p>Part of the reason I had the courage to speak on this issue tonight is because when talking to my co-worker, who I will anonymously call “Mariah”, about the idea of holding opioid overdose response training in high schools, she was deeply moved. Mariah told me that one of her loved ones died by overdose and she wished she had received this essential education about opioid overdose response earlier in life.</p> <p>This is not an unfounded sentiment among Chicagoans. Last year, Cook County saw a record number of 2000 opioid overdose deaths, in comparison to only 676 in 2015. This increase is linked to synthetic drug contaminants, predominantly fentanyl, driving overdose deaths.</p> <p>In response to this crisis, the Chicago Department of Public Health has started making Naloxone available at public libraries. In addition, there is a librarian at each branch who is trained to administer Naloxone. However, community members, particularly the young people of Chicago, can only take the initiative to tap into these resources if they have the public health literacy to know what Naloxone is and how it is used.</p> <p>In 2024, Illinois House Bill 3428 will be implemented, a measure which requires all school districts to maintain a supply of Naloxone. The caveat is that, as the CPS Administration of Medication clause indicates, students will not have the authority to respond to an opioid overdose at school. However, that does not mean it is not necessary to educate students on the purpose of and efficacy of Naloxone.</p> <p>Many CPS students have family members who use substances, other CPS students meet up with classmates at parties and gatherings where substance usage occurs. Peer-to-peer first responder training is critical so that students have the skillset to address overdoses in their own communities. Recognizing this need, several suburban Illinois high schools have piloted Naloxone administration workshops for students this year.</p> <p>Ultimately, education should not solely consist of academic learning. CPS shares this value, which is why social and emotional learning is embedded in the district curriculum. I urge the CPS board to provide education on opioid harm-reduction and community care because it will empower the next generation to be leaders in their communities and solve community problems.</p>
12	I'm a CPS parent of students at Inter-American and Kenwood Academic Center. I AM ALSO A VOTER.

Great leaders come from great programs with exceptional teachers, staff and administrators who saw more in them than they could see in themselves and opportunities like bussing connect those students to those programs.

We have some of the best high schools in the country. That doesn't happen by accident and it doesn't start in 9th grade. These schools are built on the shoulders of our Academic Centers, lottery/Magnet schools, regional gifted centers and the like, on a tripod of Exceptional staff, students who believe they can be exceptional, and BUSSING.

In these schools the extraordinary is ordinary and students at Chicago's top high schools receive hundreds of millions in scholarships. Since a significant number of students return to Chicago and their original neighborhoods those scholarship dollars eventually become neighborhood investments. Without bussing those kids to Academic centers and magnet programs those dollars don't find their way back.

Kenwood Academy's senior class received \$69 Million in scholarships in 2023, (about \$140,000 each) and when they are done with college many will settle in Chicago to be our future problem solvers. About 1/3 of those graduates attended Kenwood Academic Center and many others from other CPS specialized opportunities where bussing was integral. Until this year those students were offered bussing so the schools could gather and make these exceptional programs a picture of the city. There is no doubt that we will lose solutions for our city and country, because there is no bus. How long before we lose an astronaut, a Lt. Governor, a 1st grade teacher, CTU Leader, or the solution to immigration integration, because there was no bus for them to get on.

What's in it for Chicago? Bussing makes unique schools for unique solutions possible.

Not every student should have a dual language immersion education, but we need some, and interAmerican Lottery school is educating tomorrow's biliterate leaders. If the current immigration crisis has taught us anything it's that we, as a city, need to develop young scholars who can learn, work and communicate at a high level in two or more languages and that that opportunity should not be limited to those who live close to the school, or have been deemed worthy of bussing by CPS. Lottery/magnet schools are preparing our students to work in two languages fluently, to be able to serve the least among us, and solve high level problems like immigration. The seal of biliteracy is not an accident and it too is built upon exceptional schools, students willing to be extraordinary and bussing. Without bussing to magnets and Academic Centers, the future problem solvers of Chicago will miss the opportunities to understand Chicago as bigger than their neighborhood, ethnicity or skin color.

CPS GRADUATES HAVE SHAPED CULTURE AND INDUSTRY AT ALL LEVELS AND MANY OF THEM STARTED THEIR JOURNEY IN OUR LOTTERY/MAGNETS AND ACADEMIC CENTERS LONG BEFORE THEY GOT TO A SELECTIVE ENROLLMENT HIGH SCHOOL. MOST LIKELY A BUS BROUGHT THEM THERE.

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- 13 We are disappointed in this appointed Board. You are proving to be like past board members that have ignored the Black Community. The fact that you do not see it necessary or important to create a Black Student Achievement Committee speaks volumes to your complicit bias and enabling of systemic racism to continue against Black students and Black neighborhoods.

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14 I am the parent of a 3rd grader attending Hawthorne Scholastic Academy who has lost bus transportation this year. While this is affecting work schedules (juggling pickup and drop offs) not to mention increased gas consumption I want to look at the problem at a macro level.

The foundational intent of magnet schools is to offer better and more equitable educational opportunities for all students, I would like to bring to your attention the potentially detrimental effects of discontinuing bus transportation for these institutions like the one my child attends.

1. Reduced Access for Disadvantaged Students: Many students, especially from low-income backgrounds, rely on bus transportation to attend magnet schools. Without it, we risk depriving them of quality education and access to other resources that these schools offer.
2. Compromised Diversity and Integration Goals: A major goal of magnet schools is promoting integration. Without busing, we could inadvertently encourage a homogeneous student population based predominantly on proximity.
3. Increased Economic Burden: Many families may not have the means to afford alternative transportation, placing undue financial stress on them especially at time when many families are getting hit so hard with the current inflation and soon to be recession.
4. Safety Concerns: Alternative transportation methods (like giving kids Ventra cards) could expose our students to unnecessary risks, especially in high traffic or crime areas. This not only raises concerns about their safety but may inadvertently put parents in positions where they're unintentionally violating child safety norms set by the state (Illinois laws prioritize the safety of children by disallowing parents from leaving them alone or exposing them to situations of potential risk).
5. Potential Decline in Enrollment and Diversity: The absence of transportation may deter future enrollment, reducing the diverse student population magnet schools strive to maintain. Which may be the end goal of why bus transportation is being removed from these schools. However, now you are reinforcing systemic inequities where privileged students have access to better educational resources.

I urge the board to reconsider removing transportation (bussing) from magnet schools, keeping in mind the potential long-term implications for our city's educational landscape. With a staggering \$117,000,000 allocated for transportation, I demand transparency and clarity: How exactly is this budget being utilized, especially given the significant reduction of routes to our magnet schools? The community deserves answers, and more importantly, immediate corrective action.

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15 Hello ,

I am a parent of two RGC students. I am aware of the bus transportation that we are experiencing. I do ask for CPS to revisit a solution to this issue. I have spoken and given my concerns in the last meeting . I do not see CPS having this as a top priority on their agendas. The temporary solutions that were given are not feasible. Have you thought of maybe a HUB location. This would be an immense help to many parents like myself . The RGC , Magnet , Charter programs offered by CPS give many children an

	<p>opportunity of learning at their capacity . Why are we ignoring the education needs and capacities of our student whom benefit through these programs. All kids should be given an opportunity to excel . These limitations are not the way to pursue a better Chicago. Please I ask the board to help find a solution or at least listen to parents ideas . Thank you for your time</p>
16	<p>Buenas tardes Junta de educación.  Me dirijo a ustedes una vez más manifestando que estamos en la espera de soluciones prontas para el servicio de autobús escolar.  Nuestras familias sufren por este problema por favor dennos una solución sobre todo a los niños que tanto necesitan este servicio. Sabemos que no tienen. Suficientes choferes. Consideren darle a nuestros niños la ayuda monetaria de \$ 500 dólares para poder solucionar pronto nuestros problemas. Esta muy cara la gasolina. Ya viene el tiempo del invierno y será más difícil para nosotros.  Por favor no olviden a nuestros niños , ellos también son diversos estudiantes. Una vez más mis hijos tienen un plan 504. Considérenlos para la ayuda monetaria.  Muchas gracias</p>
17	<p>The bus driver shortage is not the whole picture of the Transportation crisis. What are you doing to improve CPS's inefficient routing system? Are you working to add more approved vendors/bus companies? CPS currently works with 13 vendors, but there are many more vendors in the area. Have you considered adding general education students who attend the same school as Diverse Learners to be picked up at the existing DL pickup/dropoff points? This will not add any extra travel time. While I support your decision to prioritize Diverse Learners' need for transportation, I believe there are better solutions than cutting off services entirely to 8,000 students.  SEES and Magnet programs are essential components for equity in education in our city. For some, it is the only way to fulfill their educational needs. Transportation is absolutely essential to maintain equity in these programs. Without bussing, many lower-income students lose access to the quality education they deserve. These young learners are the future of Chicago, the country, and beyond. Please work with us, parents and caregivers, to overcome this crisis and come up with meaningful solutions for our students and families. Thank you.</p>
18	<p><b>Translator's note:</b> The speaker, Fernando Barrios, is speaking about Marine Leadership Academy</p> <p>Well, more than anything—for me—well—more than anything, my name is Fernando Barrios, and for me it is a great privilege being before you. I've been part of the BOG for nine years, and it is truly sad, what's been going on at this school. Truly, the administration doesn't care about the community, it doesn't care about students. They've broken CPS rules—CPS gives us tools to be able to work and better human beings, to create better children, better students and future professionals, and a better society, with good people. Well, the reason why I'm here now is because we can no longer stand it—we're persecuted as members of the BOG—they've persecuted our chairwoman, intimidating her with police, sending her letters—they don't care about the school. They don't care about the community, they don't care about the children. They care about power. And how? By intimidation. I see that CPS has sent, this month, a good message—a good message about peace, saying “no” to violence. If you inspect the history of a child that has been hurt and mistreated, and the administration said nothing—security, its bosses—it really is a total disaster, this school. And it is really sad, for me, because I know CPS provides the tools. Disgracefully, this administration has broken all of CPS' rules. And they've been allowed to do so—they've been allowed to do</p>

so—I don't know if it's the LSC, I don't know if they have friends in high places— [is told he has 30 seconds left.]

This is the last thing I want to say: we talk about violence. Violence kills people mentally—it kills the body and the mind. How is it that they expect healthy children, if the administration has allowed violence to exist? Two: violence is not just killing someone, violence is also when you denigrate people, using offensive words to talk to our community. The administration and its helpers denigrate our community for being Hispanic—they call us ignorant for not speaking English. Honduran and Venezuelan refugees—being treated with such arrogance, which is what is happening at the school, it is truly tragic.

As a person, it gives me great— [he is told his time is up] I'm sorry, but I have to express this: how are we going to heal from the violence? Removing the administration. Do something, please. I ask you, in the name of the community, and the school, and the children and the teachers that lead that school. Thank you.

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## ATTACHMENTS



September 26, 2023

Jianan Shi, President  
Member of the Board of Education  
One North Dearborn, Suite 950  
Chicago, IL 60602

Dear President Shi and Members of the Board:

The American Heart Association's health equity in the workforce initiative is a collaboration with the Deloitte Health Equity Institute and the Society for Human Resource Management (SHRM) Foundation.

I can see that Chicago Public Schools values the health and safety of school communities as a top priority. After further research, I can also see that CPS (Chicago Public Schools) provides robust employer health benefits, employee development programs and leadership tools via the RISE and REACH Programs provided by CPS.

We are conveying employers and industry leaders to build a comprehensive roadmap that creates tools, resources, and knowledge products to help improve the health and well-being of our nation's workforce.

What are some focus areas around social determinants of health when it comes to Chicago Public Schools' workforce? What standardized measures are implemented within CPS to monitor employee health equity, including building an awareness around hypertension, heart disease, stroke preventative measures, and overall organizational wellness?

If you would have me, I would be honored to share more information about the American Heart Association's Well-Being Works Better Platform for Health Equity in the Workforce. By participating in this organizational-wide value-based complimentary dashboard and resource tools, the Chicago Public Schools may be featured in *Forbes* alongside the American Heart Association. The Well-Being Works Better initiative is an opportunity for organizations like Chicago Public Schools to be celebrated and recognized for their intentional efforts in putting the health of their employees first.

Please find more information about the Well-Being Works Better Scorecard via the public link provided <https://www.heart.org/en/healthy-living/company-collaboration/well-being-works-better/workforce-well-being-scorecard>.

I look forward to presenting the Well-Being Works Better Initiative to the Board of Education.

Respectfully,

Azia B. Provine  
Director, Community Impact  
**American Heart Association**  
300 S. Riverside Plaza

*"Building healthier lives,  
free of cardiovascular  
diseases and stroke."*

life is why™ es por la vida™ 全为生命™

Please remember the American Heart Association in your will.



Dear Members of the Chicago Board of Education,

We are very concerned with what is happening at MLA, specifically concerning the relationship between the administration and the Board of Governors. An LSC/BOG functions for these purposes per the LSC manual:

- Approving the school based academic plan (CIWP)
- Approving the alignment of budgetary resources to the CIWP
- Engaging in the annual evaluation of contract principal's professional practices
- Selecting or renewing contract principals

The current BOG has yet to host a meeting that has discussed the CIWP even though it has been on the agenda multiple times. This particular agenda item is not discussed because either the meeting is completely canceled with no "make-up" or the meeting is canceled so a special meeting can take its place on other issues, there is no quorum (or someone leaves to remove quorum before this point in the agenda), etc ... There has not been a regularly scheduled meeting held since last April and minutes have not been shared since last November.

Because of the lack of meetings and no approved CIWP, budgetary resources are not moving. In essence, lack of a functioning BOG has limited school and staff's abilities to provide enriching curriculum materials and opportunities, as well as, student and family opportunities of engagement (something desperately needed) because funding is not able to be approved. Furthermore, in discussing the approval of the budget, the BOG president literally claimed that the budget would be passed, if the principal fired one of the administrators (the BOG president did use the name of this person) in a public meeting. This line of thinking is not aligned to any CIWP (whether the previous or current unapproved one) goals, milestones, actions, etc. Again another example of not meeting the responsibilities outlined in the guidance around LSC and BOGs.

The current BOG is not only not meeting the functions laid out according to LSC relations, some BOG members are instigating negative perceptions for the building and school to achieve a personal agenda by encouraging violence, communicating with media and making threats towards staff members. While the BOG members are allowed to have their personal feelings and take actions around those, leading and instigating negative press to achieve a personal agenda is hurting the students, the staff, the school and community.

These BOG members have FAILED the students consistently by not meeting during regularly scheduled meetings to approve the CIWP and align budget transfers and resources, both goals that BOG's are tasked with. Members have publicly denounced the school, the administration, the staff and the students but have yet to ONCE support the vast majority of the school stakeholders in re-building a culture of learning and community at MLA.

The school has endured a lot of trauma over the course of the last couple of years and the staff members here do care and are working to build the school the students and the community deserve, however staff are handcuffed by a narrative that they have no control over. And even worse, members of the group that are supposed to want to see a school succeed, the BOG, are instigating this constant negative narrative that does not move the school forward.

We ask that this voice is also heard to begin to balance the narrative being shared in the public. We ask that the Board of Education step in to help balance the narrative, to help LSC relations continue to support functioning LSCs/BOGs and investigate the dysfunctioning LSCs/BOGs in order to ensure equity across the district.

Regards -

~~John~~

Edith News

Craig  
M. H. H. H.

W. H. H.

Charles J. H.

~~Edith~~

Harriet

Paul H.

J. H.

W. H. H.

W. H. H.

Vincent

Paul H.

J. H.

J. H.

# Discrimination in CPS Selective Enrollment Admission Policies

Dr. Angel Alvarez

CPS Board Agenda Meeting

9/20/2023

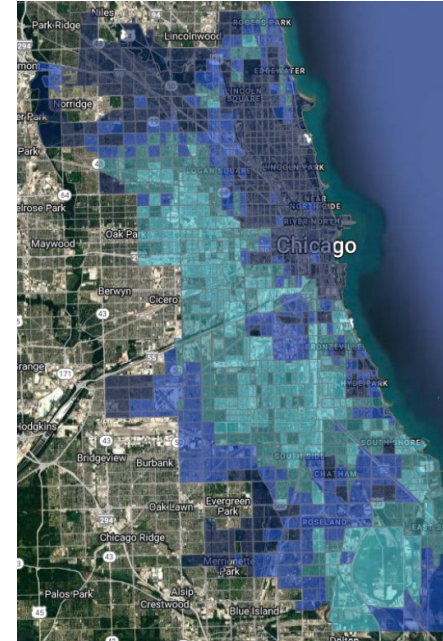
[angel.alvarez.phd@gmail.com](mailto:angel.alvarez.phd@gmail.com)

# Socioeconomic Tier System Has Unintended Consequences

Students divided into 4 tiers

Based on 6 Factors:

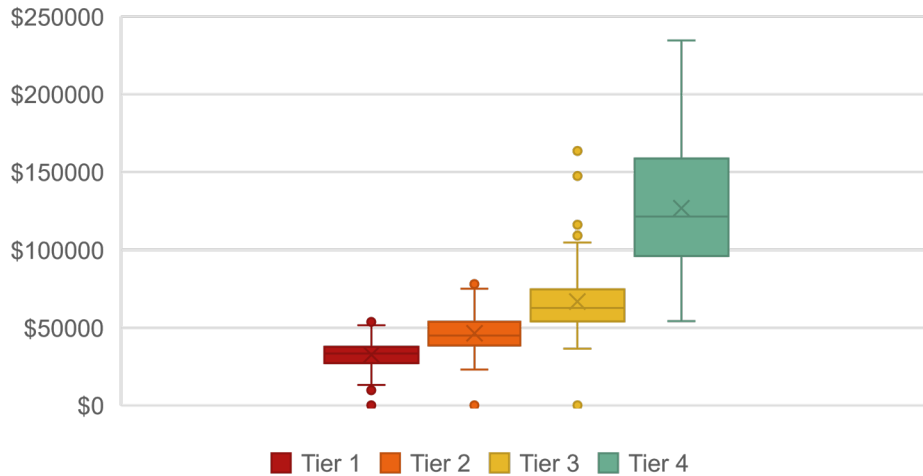
- Estimated median family income (EMFI)
- Educational attainment score
- % single-parent households
- Weighted IAR scores
- % home ownership
- % households speaking a language other than English



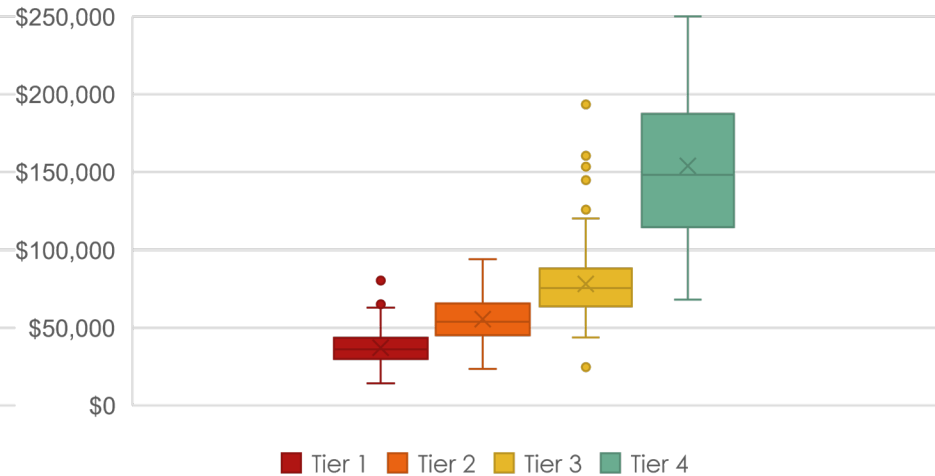
Data is transformed, analyzed, and combined to yield a tier score based on The student's location. ***Despite the attempt at improving equity, this algorithm still benefits wealthy students.***

# Overlap Between Income and Tiers

2021 GoCPS Median Family Income by Tier

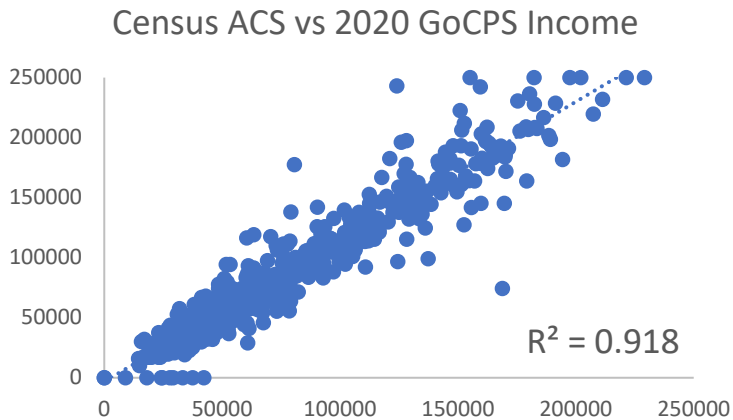


2022 GoCPS Median Family Income by Tier

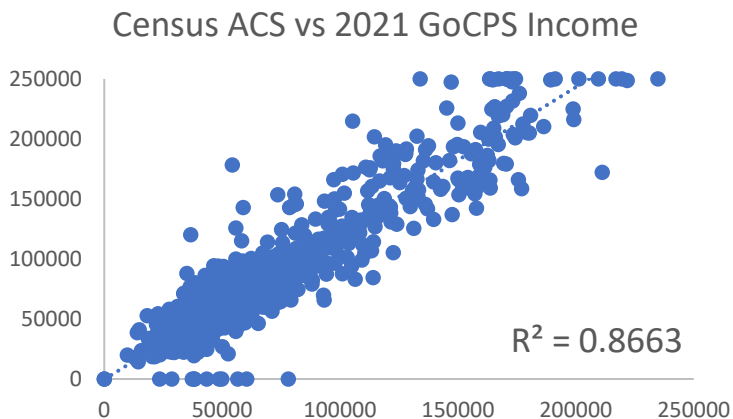


Significant overlap between CPS tiers and income raise serious questions regarding how equitable the scoring algorithm can be. Why are there a Number of “high” SES tracts making significantly less money that low SES tracts and vice versa?

# Median Family Income CPS Used Did Not Match Census Data.



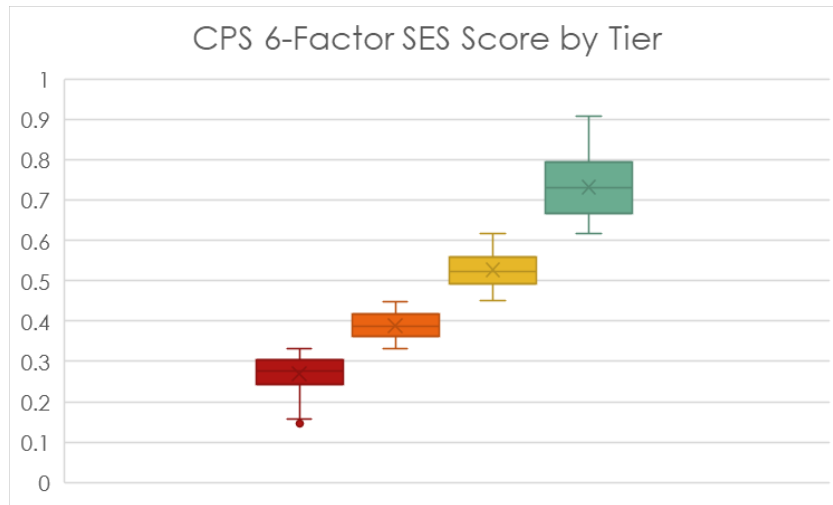
Past CPS income data does not match census tract data. Rather than a perfect linear correlation, there is variability between what CPS reported census tract data and what is reported by the US Census. The data does appear match for 2022, after I began my investigation.



However, incorrect census tract data is not the only reason the selective enrollment tier system produces discriminatory results.

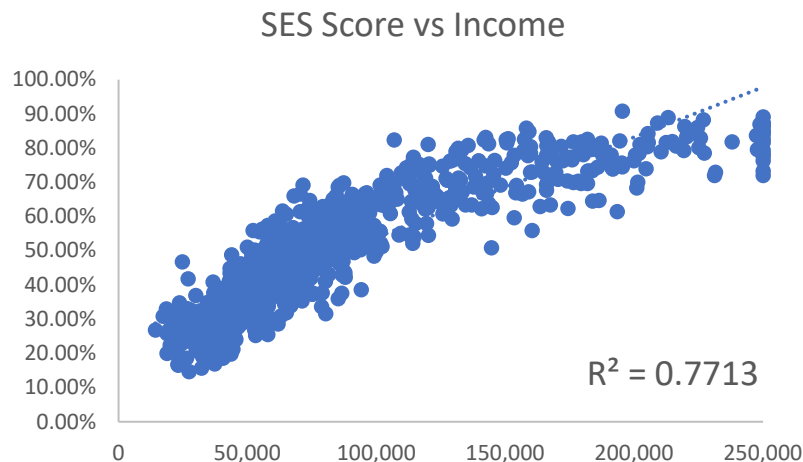


# CPS Tiers Dilute the Impact of Wealth



CPS SES Tiers create four distinct tiers with suboptimal correlation to family income and wealth.

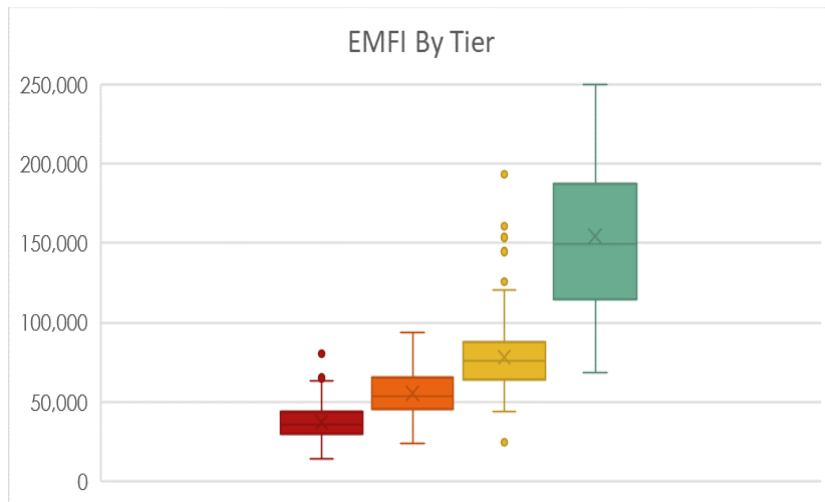
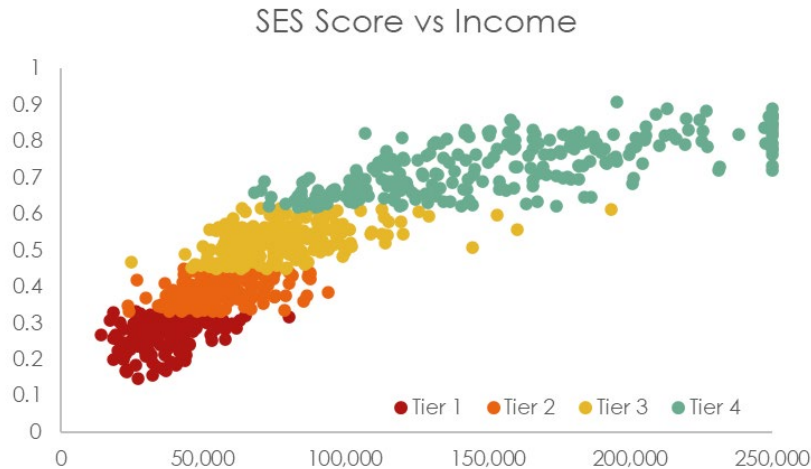
In fact, specific problems with the algorithms create an even greater distortion from what is found from simple regression analysis.



This hurts low-income and students of color because of systemic inequities within our segregated city.

This approach is in significant need of reform because it perpetuates inequity and discriminates against already underserved students.

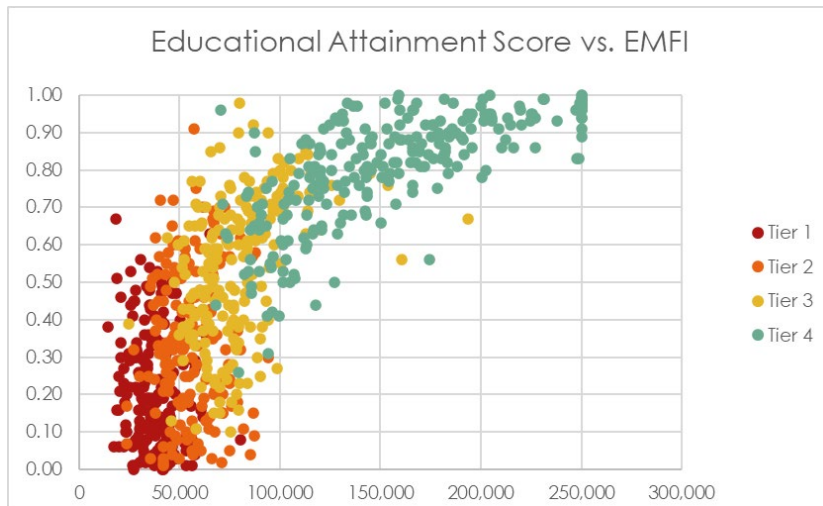
# CPS Tiers Dilute the Impact of Wealth



The large overlap of income between tiers inadvertently favors the wealthiest families.

The approach CPS uses magnifies the negative impacts of gentrification by making it more difficult for low-income students in gentrifying neighborhoods to compete against wealthier arrivals.

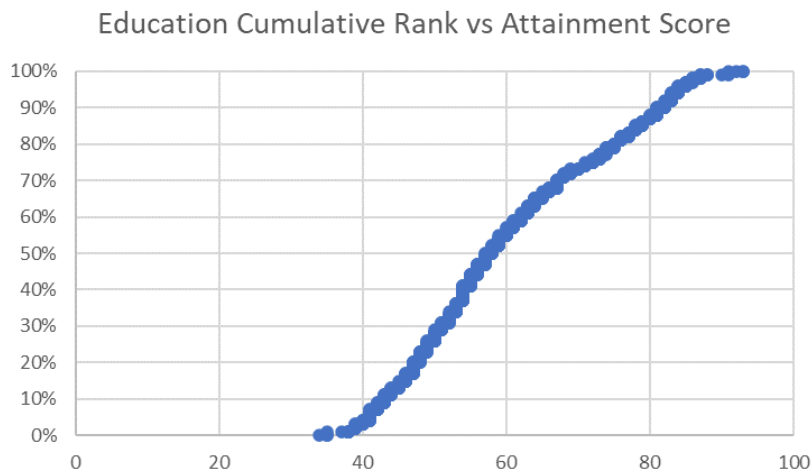
# CPS Tiers Dilute the Impact of Wealth



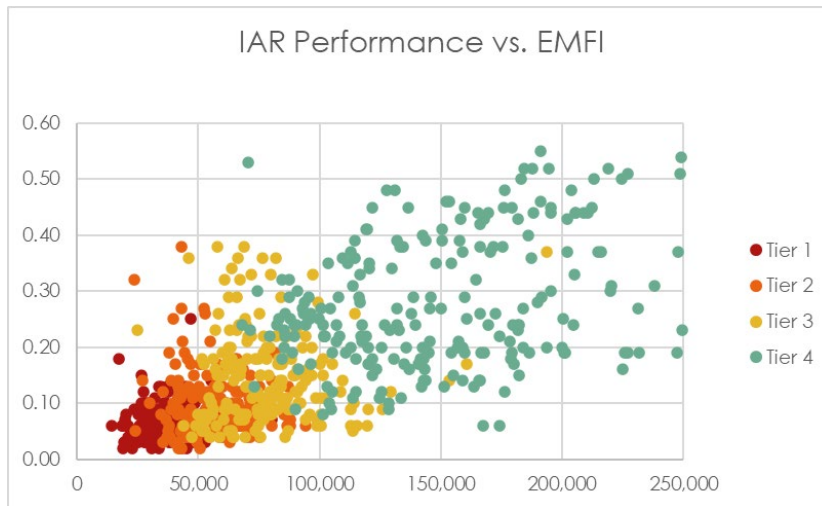
The use of educational attainment does not adequately control for disparities of wealth within the city.

The algorithm further distorts the impact of wealth by transforming the data using cumulative ranking.

The impact of this has unequal negative impacts depending on the neighborhood.



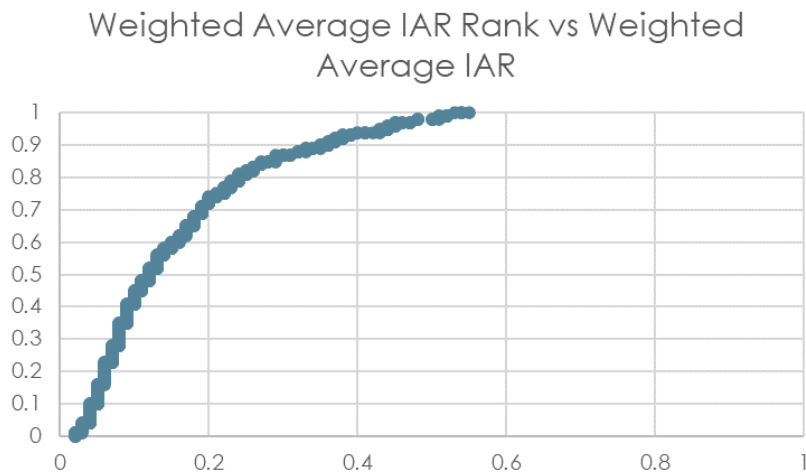
# CPS Tiers Dilute the Impact of Wealth



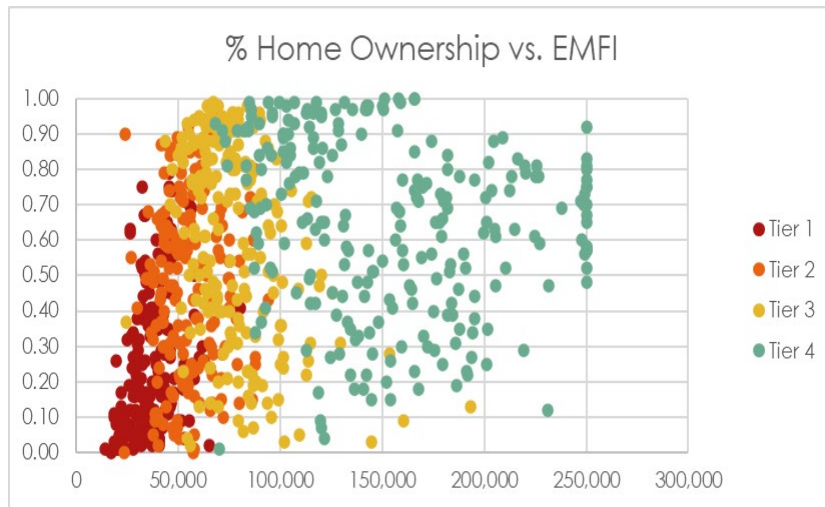
The use of weighted-average IAR rank hurts students in the most underserved schools.

The algorithm further distorts the impact of wealth by transforming the data using cumulative ranking.

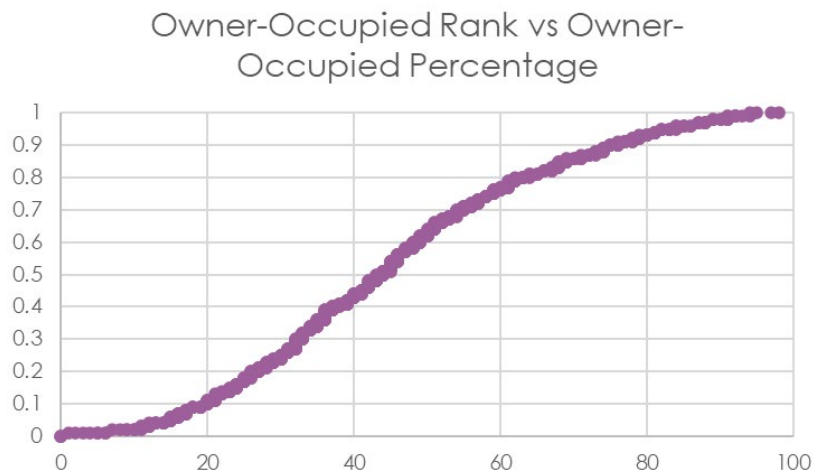
This significantly benefits wealthier applicants, particularly those from private schools.



# CPS Tiers Dilute the Impact of Wealth



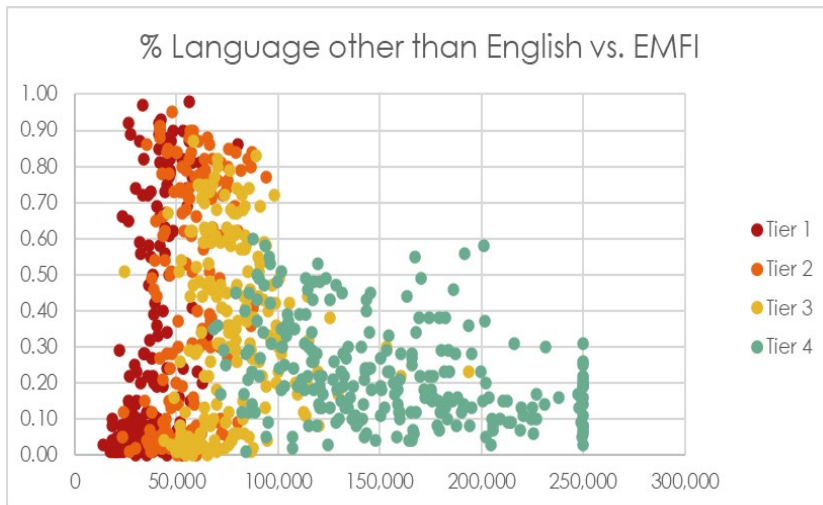
The use of home ownership rates as measured by owner-occupied residences favors students from high-income neighborhoods and particularly disadvantages students from Black and Latinx neighborhoods with high rates of ownership of low-cost homes.



The algorithm further distorts the impact of wealth by transforming the data using cumulative ranking.

This significantly benefits wealthier applicants and hurts a large number of lower-income students.

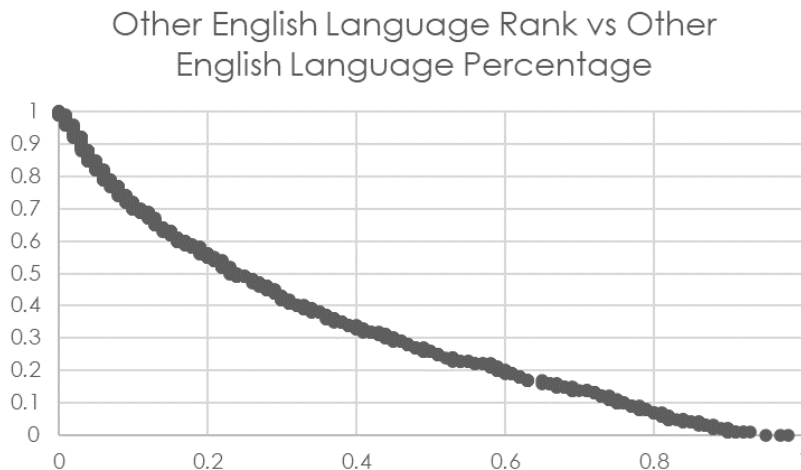
# CPS Tiers Favors White Neighborhoods



The use of language other than English favors wealthier white neighborhoods over Black (generally monolingual) and Latinx (multilingual).

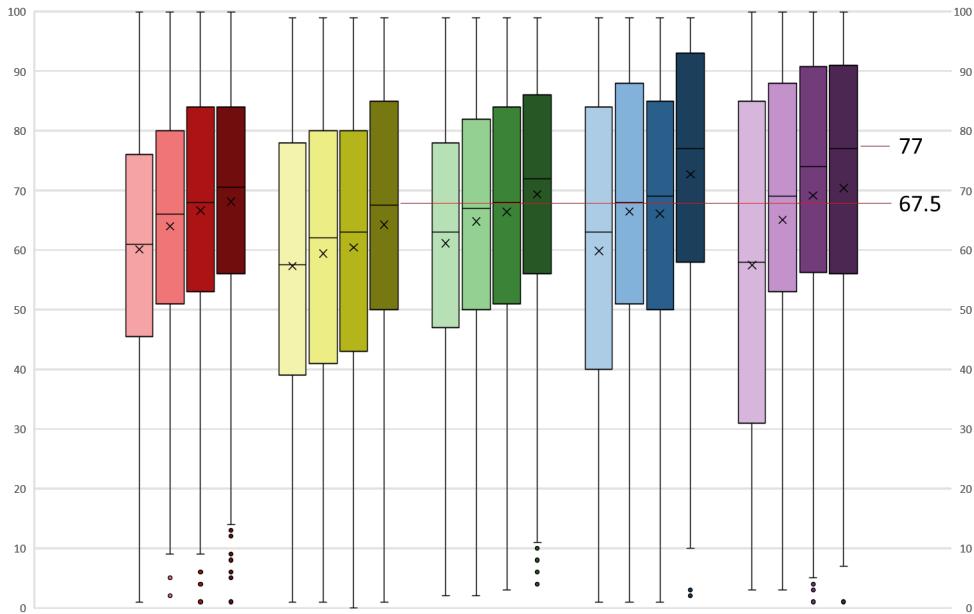
The algorithm further distorts the impact of wealth by transforming the data using cumulative ranking.

This significantly benefits students from affluent white neighborhoods and inadvertently causes low-income students in Black and Latinx neighborhoods to compete against each other.

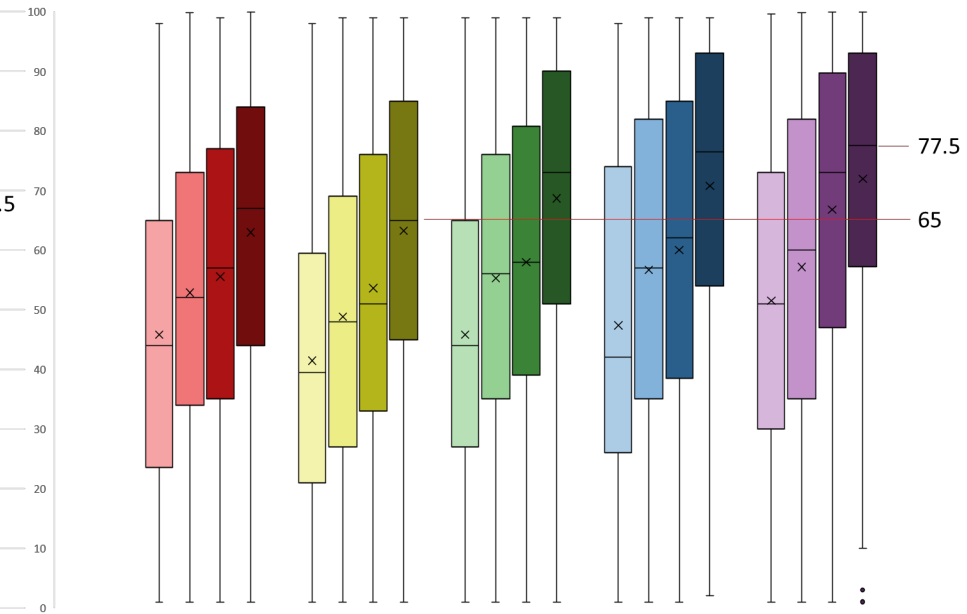


# High-income students are making unusual improvements on tests

Selective Enrollment Reading Exams by Tier SY19-SY23



Selective Enrollment Math Exams by Tier SY19-SY23



High-SES students are showing higher gains than expected, suggesting unequal access to testing resources.

## Recommendations:

Stop using the flawed algorithm to assign CPS tiers and reform GoCPS.

The overly bureaucratic process hurts low-income students of color. Reduce waste in the Office of Access and Enrollment and invest in school-level solutions.

Adopt better statistical normative approaches to achieve greater inclusivity.