



A Plan to Transform Chicago Public Schools

A world class city needs a world class public education system. Working together, we will create a pre-K-12 school system that provides equal opportunities for students, regardless of income, address or background, and which erases the achievement and graduation gaps between students. We will develop a diverse, vibrant, skilled workforce that fuels growth in every neighborhood and leaders who will shape Chicago's future.

We will do this by transforming Chicago Public Schools into a system where:

1. Structural, racial and other inequities disappear
2. Communities and stakeholders are included in decisions regarding schools
3. Every neighborhood has high quality elementary and high schools
4. Children enter kindergarten at the same level as their peers
5. Schools are staffed with fulltime nurses, social workers and librarians
6. Kids receive trauma-informed instruction and mental health services
7. Chicagoans have the opportunity to elect an independent school board
8. CTA is more accessible for qualifying CPS students
9. There are expanded career pathways for high school students
10. The Community School Initiative continues to grow

- 11. CPS recruits, develops and retains highly effective and diverse teachers**
- 12. All students have access to after school programs and experiences**
- 13. Diverse learners receive the resources they need to learn and succeed**
- 14. There is accountability in CPS' central office**
- 15. Chicago Public Schools are funded**

These goals are achievable if we recommit to the core mission of an educational system that provides a safe and nurturing environment where children can thrive.

1. Create an institutional framework for addressing inequity

We, as a city, value the lives and opportunities of all children, and we believe that all children can achieve great things. We also believe that these achievements are the product of a child's experience at home, in the community and at school. Right now, the disparities in educational achievement that are related to factors like race, income, and neighborhood make clear that the opportunities and experiences needed for success are not sufficiently present in those settings. As a result, we must be committed to doing whatever it takes to bring those opportunities and experiences, and to share the successes they produce, with all children regardless of where they live, what their families earn, or their race or culture.

Heartfelt statements are not, in and of themselves, sufficient; we need actions to make them a reality. There are complex and long-standing problems in our way, including a lack of trust between parents, teachers, communities, partnering organizations and CPS, but they are problems that we, as a city, can and must address and correct. This means conducting transparent and deep analysis of programs, schools and budgets, making a commitment to data and empirical analysis, and creating a culture of trying solutions and evaluating them to systematically improve outcomes. This will take time, but it is necessary.

As mayor, I will follow the lead of other school districts around the country and help create policies and practices that undo the systems and structures that created and perpetuate inequities of opportunity and academic achievement. The first step is to create and adopt an equity policy statement that will act as a north star for CPS staff and students alike. In order to implement the policy, I will convene a district-wide equity council composed of educators who have had equity training and will be charged with ensuring the district complies with the equity policy moving forward.

In addition, CPS will conduct a Racial Equity Impact Assessment ("REIA") of proposed policies, institutional practices, programs, plans and budgetary decisions. The REIA is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. REIAs are used to minimize unanticipated adverse consequences in a variety of contexts and can be a vital tool for preventing institutional racism and for identifying new options to remedy long-standing inequities.

Finally, I will also require goals related to racial equity and outcomes for students of color in every school's school improvement plan and include equity focused questions into the whole planning process. I will require staff training on race and bias.

2. Engage communities and stakeholders in decisions regarding schools

Our children should learn in an environment where they can enjoy a full range of educational experiences and resources. Those objectives become challenging to meet where there is shrinking enrollment. However, our first reaction should not be to close schools, which places the burden of failed economic development and disinvestment on our students and often on black and brown students in particular. Instead, we must increase enrollment by addressing the root causes of flight, such as crime, disinvestment, lack of quality neighborhood schools, a dearth of housing that is affordable, and high taxes and fees on low and moderate income Chicagoans, and working collaboratively with all stakeholders to turn our schools around and make them a viable option for families with children. That important dialogue and partnership has to start from day one with parents, teachers, and other important stakeholders, and not only when a situation reaches a crisis point.

3. Every neighborhood should have a Level 1 or Level 1+ elementary and high school

No child should have to leave his or her neighborhood to attend a Level 1 or Level 1+ school. Yet tens of thousands of CPS students, particularly African-Americans and Latinos, do just that because their neighborhood schools are underperforming or closed. District wide, 41% of African-American students and 71% of Latino students attend a Level 1 or Level 1+ school, compared to 91% of white students.¹ In the Pilsen and Little Village region, only 56% of elementary school seats and 26% of high school seats are Level 1 or Level 1+, and in the West Side region, which includes Austin, North Lawndale and West Garfield, those numbers drop to 47% and 14%, respectively.² This is not good for students, who either are forced to commute long distances to attend a quality school or who, due to family or personal circumstances, have no option but to attend underperforming neighborhood schools.³ Nor is this good for neighborhoods, where schools should serve as community anchors.

Rather than close underperforming schools and walk away, CPS must, where feasible, empower the affected communities to create pathways for improving their schools so they become schools of first choice, not ones of last resort. This will take time, but we have seen that it can be done. National Teachers Academy ("NTA") is a pre-K-8 neighborhood school in the South Loop where approximately 88% of the students are minority and over 70% come from low income families.⁴ In 2012, CPS rated NTA a Level 2 school, the second lowest rating in CPS' performance rating system. By 2015, NTA had risen two levels to Level 1, and in December 2017 it achieved CPS' highest rating -- Level 1+. And in 2017, 100% of graduating eighth graders were accepted into Level 1 or Level 1+ high schools.⁵

Starting in neighborhoods with the historically lowest performing schools, and using what happened at NTA as a model, CPS will empower the surrounding communities to help shape their schools.⁶ CPS, working in conjunction with educational non-profits, academics, and community and social service organizations, will develop targets and timelines for improving schools, and CPS will give communities reasonable time, space and support necessary to develop plans of action, and to hit their targets.

And for communities that lack either a neighborhood elementary school or high school, like the South Loop and Chinatown communities, CPS will work with residents and stakeholders in a transparent process to identify funding and locations for schools.

4. Create pilot Early Childhood Education Zones

Children in many of Chicago's poorest communities start kindergarten well behind their peers. According to one recent report, only 17% of Chicago school children who receive free or reduced lunches are ready for school as measured by their capacity and skills in math, reading literacy and social emotional development.⁷ This cannot continue.

CPS will seek to close the pre-school achievement gap by investing in an early childhood care and education pilot program. The city will designate communities where children enter kindergarten below their peers as Early Education Zones. Children will receive free, early childhood care and education and wrap around services in these zones, from birth to age four. Each child will be formally screened and assessed. Working with a child's parent, a plan will be developed to ensure a child makes age-appropriate progress toward developing language, reading literacy, numeracy, social-emotional and other skills that contribute to kindergarten readiness. Progress will be assessed and services modified at regular intervals.

Based on family need and the child's assessment, families will be provided a range of services, from evidence-based, in-home visiting providers, to year-round in-center early childhood care and education services. Referrals will be made to address needs outside of the educational setting. Staff will work with parents to ensure families have sufficient financial resources to access those services.

The early education centers will be placed in closed CPS facilities or in underutilized neighborhood schools, which could help forestall closing underutilized schools. The centers will be run by existing early childhood care and education programs with a track record of excellence. The centers will be staffed with certified/licensed educators, and childcare providers from the surrounding community. By employing community members, we can address potential job losses at home-based daycares that may lose clients to such a program, and provide an outlet to train people to become childcare providers and educators.

Unlike Rahm Emanuel's universal pre-K program, which relies on a new infusion of funds, early childhood zones can be funded by tapping into a variety of existing federal funding streams, such as childcare assistance programs. The city can also use funds from the sale of unused CPS property, state funding from the Illinois Department of Human Services, and the business and philanthropic communities.

5. Provide all schools basic educational supports

CPS cannot educate and care for the whole child if it persistently reduces educational support positions like nurses, social workers and librarians. These reductions have hit full-time nurses, whose jobs were outsourced in 2015, and social workers, whose numbers were significantly reduced in 2015. And while CPS recently announced it would hire 160 social workers for the 2018-19 school year, CPS' social worker to student ratio is nowhere near the recommended 1 to 250.⁸ In 2013, CPS budgeted for 454 librarians.⁹ That number dropped to 139 by 2017.¹⁰ As a result of these cuts, only 22% of CPS schools started the 2017-18 school year with a certified librarian.

As mayor, I will work with CPS to increase the number of educational support positions through a reallocation of CPS resources and by working with organizations and community sponsors like Communities in Schools to create and/or expand partnerships with schools that lack these vital services. CPS did this successfully when it partnered with Ingenuity to increase arts education in schools.¹¹ By employing a similar model here, CPS can increase educational support services in the near term while working to return full-time librarians, nurses and social workers to our schools.

6. Support trauma-informed instruction and increase mental health resources

Fifty percent of all mental illnesses start by age 14.¹² In urban areas, between 50 and 96% of all students may be experiencing trauma. CPS is no exception. Given that students and teachers are living in and working in trauma, and mental illness often starts in middle school, we must equip our schools accordingly – by providing trauma-informed instruction, providing coaching, training and support to teachers, and by providing mental health instruction and services in schools.

a. Trauma informed instruction

All CPS principals should create school cultures that are sensitive to the needs of students experiencing trauma. To do that, principals first must work with CPS to secure dedicated time for teachers to learn about and become trained in trauma informed instruction. A variety of policies and practices can be implemented that promote a safe school culture, such as morning meetings, “banking time,” setting developmentally appropriate expectations of children, community building, growth mindsets, building relationships, restorative circles, and stress management instruction support. We can and need to create supportive and caring classrooms, where teachers know how to create a safe classroom space that is designed to prevent triggers and are trained in trauma and de-escalation strategies. Teachers will need on-going training and support to implement these practices, and these practices and techniques should be taught to prospective teachers as part of their college training, as discussed above.

b. Provide enhanced curriculum and counseling at school

CPS must partner with community-based organizations to bring counseling resources into the school, starting in the elementary grades. Students should be able to receive therapeutic services at school – both in and out of the school day. Using an outside provider ensures clinical staff remains focused on providing mental health services to students and helps to build trust with families who may be reluctant to disclose family business to school administrators.

7. An independent elected school board that is transparent

Chicago is the only one of 852 Illinois school districts not to have an elected school board.¹³ When I am mayor, Chicago will have a fully independent, elected school board. This will require a change in state law, so I will draft and help introduce legislation in Springfield to give Chicagoans the right to elect an independent school board.

Until this legislation becomes law, I will appoint individuals to serve on the school board based on their merit and backgrounds, not on their loyalty to the mayor. This will include CPS parents, academics and individuals from the non-profit world with deep backgrounds in education. These individuals will be selected as part of a transparent process that includes public input.

In a departure from its present practice, the school board will not conduct its business in executive session. Rather, all board business, with the exception of personnel matters, will be conducted in public session.

8. Make CTA more accessible for CPS students

Chicago is unique in that over 75% of high school students attend schools outside of their neighborhoods.¹⁴ This means that every school day tens of thousands of CPS students take public transportation to and from school, with some students commuting five miles to school.¹⁵ Chicago is also unique in that families pay these transportation costs out-of-pocket. And in a school district where 78% of all students are economically disadvantaged,¹⁶ many families struggle to pay even the reduced fare offered by Chicago Transit Authority (“CTA”).¹⁷ Paying for transportation to and from school should not be a barrier to obtaining a quality education.

As mayor, I will work with CPS and CTA to provide free public transportation to qualifying CPS students. This will simultaneously remove one barrier to receiving an education and alleviate financial burdens on thousands of CPS families. Moreover, it will benefit the city and CTA over the long-term by creating a generation of transit users who are more likely to use public transportation throughout their lives.¹⁸

In addition, my administration will seek to expand the time and days CPS students can use free or reduced farecards. CTA’s current reduced fare program is in effect from 5:30 a.m. to 8:30 p.m. on school days.¹⁹ This can be problematic for students who participate in afterschool or weekend activities. In order to alleviate these problems, we will seek to extend the hours until 10:00 p.m. on school days, and to allow students to use their reduced farecards on Saturdays from 5:30 a.m. to 10:00 p.m.

We will pay for this program from funds generated from fees on ride-hail drivers who do not live in Chicago but who operate within the city’s limits, and by working with Governor Pritzker and Chicago’s representatives in Springfield to restore the 50% cut to the state subsidy CTA receives for providing free and reduced rides to students and other groups.

9. Expand career pathways for CPS students

Recognizing that only 47% of CPS students attend a four-year college and only an estimated 14% graduate by their mid-20's,²⁰ CPS should further modify its high school portfolio to include more schools with career-and-technical education ("CTE") programs. Working in partnership with local businesses, trade unions and non-profits, these schools will offer coursework relevant to skills needed in a specific vocation, like healthcare, manufacturing, construction or technology, as well as a range of internship opportunities in that field, increasing the likelihood that students are on a path to the middle-class, regardless of one's post-secondary choice.

Providing career training opportunities will prepare CPS graduates for solid careers in an ever-diversifying economy and increase the number of students who attend and graduate from college. CPS will create a portfolio of CTE-specific schools after a thorough assessment of the current and future labor market in the Chicagoland area. CPS students who are interested in pursuing a career pathway in a CTE school can apply, as part of a three-year program, for apprenticeships with participating employers in the selected fields. During their junior and senior years, students will divide their time between high school classes, CTE course offerings (at City Colleges), and paid on-the-job training. During the third year, students will take CTE courses at City Colleges (or other participating universities) and work on the jobsite.

Students who complete the program will obtain a high school diploma, an industry certification (where applicable), debt-free college credits, and a professional network. Graduates can then work full time in their field, continue their college education, or do a combination of the two. In order to ensure the program is equitable and inclusive, CPS will set targets for female and minority participation, market apprenticeships to CPS students in ways likely to reach female and minority communities, focus on fields that are relatively more diverse, and provide incentives for employers to hire students from underrepresented communities.

10. Expand the Community Schools Initiative

CPS must expand the Community Schools Initiative. In 2002, CPS adopted the Community Schools Model, where a school contracts with a non-profit to transform the school into a community center that meets many of the needs of students and adults in that community. Those agencies engage individual neighborhoods in a participatory manner to identify specific services and programs that a community lacks, such as health clinics, job training, English as a second language classes, nutrition services, day care, and before- and after-school programs. Next, the non-profit works with the city, non-profits and social service providers to co-locate and operate these services within neighborhood school buildings.

There are currently 200 community schools and 20 non-profit partners district wide. Community schools are open in the morning, afternoon, evening, and during the summer, and are able to provide for or connect family members to a range of services to support their well-being.

The Chicago Teachers Union built upon on the existing CPS community school model with the creation of the “sustainable community schools pilot initiative.” This expanded model includes an infusion of needed supports during and after the school day such as medical and mental health services, peer mentor and home visitor programs, clinical services, trauma interventions, and expanded after school programs. As mayor, I will fund an evaluation of the two models to understand how best to replicate the model moving forward and I will ensure continued funding for all community schools, with the goal of transforming as many CPS schools as practical into community schools.

11. Recruit and retain effective and diverse teachers

Research shows that what teachers do in the classroom makes the difference in student learning and achievement, day after day and year after year.²¹ Students who have highly effective teachers for three consecutive years outperform their peers in mathematics assessments, and students who have a highly effective teacher for just one year tend to remain ahead of their peers for at least several years.²² To ensure Chicago public school students have access to high-quality teaching every day, every year, we will incentivize master teachers to teach in schools that need them most, diversify our teacher corps so more students of color have access to teachers of color, and work with CPS, CTU, City Colleges and area universities to enhance teacher career pipelines and pathways.

CPS must do more to get highly effective teachers to teach in underperforming schools. Offering teachers additional pay can help, but increased pay, on its own, is not enough.²³ Rather, CPS needs to ensure that underperforming schools have strong, effective leaders, collaborative teachers and the resources needed for schools to succeed. Strong leaders better understand how to allocate opportunities and resources within schools, how to promote collaboration between teachers, and how to help new teachers develop into highly effective ones. Combined, these things can help to attract highly effective teachers to underperforming schools.

Additionally, CPS needs to increase diversity in its teaching ranks. Studies show that low-income students of color benefit most when taught by a teacher of color, who improve learning for students of all races and help close achievement gaps between poor and affluent students.²⁴ Minority students who are taught by minority teachers fare better academically, socially and emotionally. Indeed, the benefit to minority students of having a minority teacher for just one year in elementary school can persist over several years; this is especially true for low-income boys.²⁵ Three-quarters of CPS students are low-income and 90% are students of color;²⁶ however, only 42% of teachers are either African-American or Hispanic.²⁷

In an effort to develop more effective teachers and improve minority teacher recruitment and retention, CPS, in collaboration with the state, City Colleges and partnering four-year universities, should replicate the University of Chicago’s successful teacher residency program, with a special emphasis on moving City College students through partnering four-year universities. The teacher residency program is similar to a medical residency. The partnering universities will team with CPS to provide groups of teaching residents with a full-year of student teaching under the guidance of master teachers, accompanied by coursework that deeply informs the classroom experience.

As an inducement to enroll, residency participants would receive financial benefits including lowered tuition or loan forgiveness, health insurance, housing stipends, and/or the promise of a job in exchange for working in CPS for three to five years. During those three to five years, residency graduates will continue to receive support and training from mentors at their school and from the university where they received their teacher training. The percentage of minority candidates entering teacher residency programs (45%) exceeds the number of minorities entering the teaching field overall (19%), and graduates of these programs tend to stay in their teaching jobs (between 80-95% retention).²⁸

In addition to developing more effective teachers and attracting and retaining more teachers of color than traditional teaching programs, teaching residencies can help staff high-need schools and subject areas, including STEM, special needs and English learners. The mentoring that goes along with a residency helps increase the likelihood that teachers will stay in what can be high-stress jobs. Creating this network of teacher residencies at colleges and universities throughout the city will better prepare all future teachers for successful, long-term teaching careers. Moreover, it will benefit public school students by providing students with teachers who are highly qualified, and creating a diverse workforce that better reflects the student population.

12. Expand after-school programs

“After school” engagement – the exploring and learning that takes place outside of formal school hours – is critical to learning, youth development, and college/career pathways. Participation in informal learning is related to gains in reading and math achievement, increased school attendance, positive attitudes toward schools, improved communication and self-esteem, decreased behavioral problems, and stronger relationships with caring adults.²⁹

However, there is an ever-increasing opportunity gap between students with access to resources and those without.³⁰ While upper income families spend upwards of \$7,000 per child per year to enrich formal education experiences, lower income children experience less investment in their “enrichment”, due to cost, lack of information, and/or safety concerns.³¹ This gap results in under-resourced youth missing opportunities to build the sets of experiences and relationships that can support the development of their interests, talents, goals, and future plans.³²

A world class city like Chicago must provide families with high-quality school options in their neighborhoods, so that they can build ties to and between school and community. These school-community ties help build the network of resources and relationships, in and after school, that serve to help every child learn, explore, and grow. These strong local ties serve to keep youth safe, as well.

Chicago’s youth deserve a holistic education that goes beyond the school day and takes advantage of our city’s rich resources to enable every child to explore their interests, develop their talents, and chart pathways to college and career. These resources include existing community-based programs (many of which have empty seats), our city’s excellent public park and library systems, our stellar museum community, the (small and large) business community, as well as every community’s natural human resources – its residents.

To achieve this, I propose asset mapping communities so that families and schools are aware of and can connect their children to existing learning resources and so the city can engage communities in identifying needed after school resources (e.g. specific types of programs, programs for specific age groups, etc.). In addition, CPS teachers will work with students to ensure that each student has a “summer exploration plan” that identifies activities and programs that will advance learning over the summer months. In addition, we will identify after school “learning pathways” that make it easier for youth to connect opportunities that develop from interest to passion to internship/work experience.

13. Support diverse learners and their families

In 2016, CPS began to overhaul its diverse learners education programs. Working behind closed doors and in collaboration with consultants that lacked special education experience but who had close ties to a former CPS CEO, the changes led to tens of millions of dollars of cuts to CPS’ special education budget. As a result of the overhaul, the number of hours of service declined by double-digit percentages despite the number of students with special needs remaining constant.³³

In the fall of 2017, the Illinois State Board of Education (“ISBE”) began an investigation into CPS’ special education program. ISBE found that CPS violated students’ rights by “routinely delaying and denying services, from speech and occupational therapy to busing and classroom aides.”³⁴ In response, ISBE appointed an independent monitor to oversee all special education programs for the next three years.³⁵

Many students and families remain unsatisfied with CPS. The state has only allocated three people to monitor the entire special education program, which serves more than 50,000 students at the cost of nearly \$1 billion.³⁶ Communication about any reforms in special education has been poor. Reports of missed deadlines and under-provision of services continue.

We must do more to ensure that diverse learners receive access to the resources they need to learn and succeed in school. This includes pushing the state to appoint the remaining monitors (of the six requested) to oversee CPS, and making sure that these positions are filled by special education experts with diverse experiences, including community and disability rights advocate. CPS also must open the reform process to the public. Moreover, CPS should involve parents, community and disability rights advocates, and special education experts in the redevelopment of the special education manual provided to parents of special needs students in CPS. Further, CPS needs to create a clear and accessible means for parents and students to raise concerns about access to special education services, and ensure that students and families are aware of this resource. By doing these things, we can begin to restore confidence in the diverse learners program and give students the resources they need to succeed.

14. Accountability in the Central Office

We learned in 2018 that CPS administrators placed their own interests above those of more than 350,000 CPS students and families by concealing allegations of widespread sexual abuse of students by CPS personnel, and evidence of unsanitary conditions at more than 100 schools. These actions were inexcusable and will not be tolerated in the future.

As mayor, I will conduct an audit of all policies and procedures CPS has implemented since the sexual abuse scandal came to light to ensure that CPS is doing everything reasonably possible to protect students from sexual abuse. And to ensure that our children attend clean schools, I will order CPS to create systems and procedures for monitoring and enforcing contracts so CPS and taxpayers can be certain that all of CPS' vendors meet their contractual obligations.

15. Funding Chicago Public Schools

As set forth in my Cleaning up City Government policy, the city should not create new tax increment financing ("TIF") districts until the next mayor has fully analyzed the performance of existing districts to ensure that they are meeting their intended objectives and that private recipients of TIF funds are satisfying their contractual obligations. The fact that the city has declared more than \$1.2 billion in TIF surpluses since 2010 strongly suggests that some TIF districts do not need revenues for economic development and that properties should be released from TIF districts so their equalized assessed values can be returned to the general tax base. Closing districts and releasing properties will provide more funds and budget certainty for CPS.

In addition to returning properties to the general tax base, I will work with the State of Illinois to increase funding from the Evidence Based Funding model and by supporting the passage of progressive revenues that can be used to fully fund public schools. We must also work diligently to establish long-term financial planning to, among other things, provide stability and improve CPS' credit rating.

A final note: I hope that this initial plan can be an important part of moving our city in the right direction and also that it can spark an ongoing conversation about education. Please send your thoughts and ideas to info@lightfootforchicago.com and we will build on this plan together.

¹ See Chicago Public Schools, Annual Regional Analysis 2017, at p. 15.

² *Id.* at pp. 13-14.

³ See Julia Burdick-Will, Neighbors but Not Classmates: Neighborhood Disadvantage, Local Violent Crime, and the Heterogeneity of Education Experiences in Chicago, *American Journal of Education*, 124 (2017); see also Chicago Public Schools, Annual Regional Analysis 2017, at p. 23.

⁴ See <https://schoolinfo.cps.edu/schoolprofile/schooldetails.aspx?SchoolId=610231>.

⁵ See <http://wearenta.weebly.com/nta-accomplishment-2012-2016.html>.

⁶ Nine communities have five or more level 3 schools: Austin, Douglas, Englewood, Grand Boulevard, Greater Grand Crossing, Near West Side, Back of the Yards, West Englewood. See, e.g., <https://kidsfirstchicago.org/qualityseatsreport/>.

⁷ See <https://www.isbe.net/Documents/KIDS-Public-Report.pdf>.

⁸ Lauren FitzPatrick, CPS to add social workers, case managers, but not enough for CTU (July 16, 2018) available at: <https://chicago.suntimes.com/news/cps-to-add-social-workers-case-managers-but-not-enough-for-ctu/>.

⁹ Nereida Morena, Information literacy lost: Most CPS schools no longer have librarians (September 4, 2017) available at: <http://www.chicagotribune.com/news/ct-cps-librarian-cuts-met-20170902-story.html>.

¹⁰ *Id.*

¹¹ See <https://www.ingenuity-inc.org>.

¹² See <https://www.hhs.gov/ash/oah/adolescent-development/mental-health/adolescent-mental-health-basics/index.html>.

¹³ See, e.g., Danish Murtaza, Too many school districts in Illinois? What you should know about school consolidation (January 17, 2018) available at: <https://www.bettergov.org/news/too-many-school-districts-in-illinois-what-you-should-know-about-school-consolidation>; Civic Federation, Chicago Public Schools Board of Education Governance: A History and Review of Other Cities' Practices (June 8, 2017) available at: <https://www.civicfed.org/sites/default/files/cpsgovernancebrief.pdf>.

¹⁴ Taneer Ali and Andrea V. Watson, Less than 25 percent of Chicago kids go to 'Neighborhood High Schools', (June 19, 2017) available at: <https://www.dnainfo.com/chicago/20170619/englewood/chicago-public-schools-neighborhood-high-school-enrollment-attendance-charter/>.

¹⁵ The average CPS elementary school student commutes 1.5 miles to school and the average CPS high school student commutes 3.6 miles to school. In the Far Southwest Side and Greater Stony Island regions, the average high school student commutes five miles to school. See Chicago Public Schools, Annual Regional Analysis 2017, at p. 23.

¹⁶ See CPS Stats and Facts, available at: https://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx.

¹⁷ Gina Caneva, CPS students deserve free transportation every school day (August 20, 2018) available at: <http://www.chicagotribune.com/news/opinion/commentary/ct-perspec-cps-transit-student-free-rides-school-0821-20180820-story.html>.

¹⁸ See, e.g., Alon Levy, The transit riding habit can last a lifetime, but first you need to get people in the habit (April 14, 2017) available at: <https://usa.streetsblog.org/2017/04/14/the-transit-riding-habit-can-last-a-lifetime-but-first-you-need-to-get-people-in-the-habit/>; University of Minnesota Center for Transportation Studies, Student pass program provides education, economic, societal benefits (February 2016) available at: <http://www.cts.umn.edu/publications/catalyst/2016/february/studentpass>.

¹⁹ See <https://www.transitchicago.com/reduced-fare-programs/#students>.

²⁰ Jenny Nagoaka and Alex Seeskin, The Educational Attainment of Chicago Public School Students: 2017 (October 2018) available at: <https://consortium.uchicago.edu/sites/default/files/publications/The%20Educational%20Attainment%202017-Oct2018-Consortium.pdf>.

²¹ See <https://www.ernweb.com/educational-research-articles/effective-teachers-are-the-most-important-factor-contributing-to-student-achievement/>.

²² See <https://www.ernweb.com/educational-research-articles/effective-teachers-are-the-most-important-factor-contributing-to-student-achievement/>.

- ²³ Alliance for Excellent Education, *Improving the Distribution of Teachers in Low-performing High Schools*, (April, 2008) at p. 7.
- ²⁴ Madeline Will, *Study: Having Just One Black Teacher Can Up Black Students' Chances of Going to College* (November 12, 2018) available at: http://blogs.edweek.org/edweek/teacherbeat/2018/11/black_teachers_key_black_students_college_enrollment.html?cmp=eml-enl-tu-news1&M=58670326&U=1067488&UUID=8c39fbeb76d99e9edbb3639943c0a0e9.
- ²⁵ Madeline Will, *Study: Black Students More Likely to Graduate if They Have on Black Teacher* (April 6, 2017) available at: http://blogs.edweek.org/teachers/teaching_now/2017/04/black_students_are_more_likely_to_graduate_if_they_have_one_black_teacher_study_finds.html.
- ²⁶ CPS Stats and Facts, available at: https://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx.
- ²⁷ *Id.*
- ²⁸ Roneeta Guha, Maria Hyler and Linda Darling-Hammond, *The Teacher Residency, An Innovative Model for Preparing Teachers* (September 2016) available at: https://learningpolicyinstitute.org/sites/default/files/product-files/Teacher_Residency_Innovative_Model_Preparing_Teachers_REPORT.pdf.
- ²⁹ *Issues and Opportunities in Out of School Time Evaluation*, Issue 10, February 2008, Harvard Family Research Project.
- ³⁰ Putnam, R. (2015). *Our kids: The American dream in crisis*. Simon & Schuster: New York.
- ³¹ In 2009, Afterschool Alliance shared data indicating that while 27% of Chicago's youth were enrolled in after school programs, 29% were in self-care, and 26% were in sibling care. See http://www.afterschoolalliance.org/documents/AA3PM_Chicago_10202010.pdf.
- ³² *Closing the Opportunity Gap*, (2016) available at: <http://www.theopportunitygap.com/wp-content/uploads/2015/08/2016-Working-Group-Report.pdf#page=74>.
- ³³ Sarah Karp, *CPS secretly overhauled special education at students' expense* (October 16, 2017) available at: <https://www.wbez.org/shows/wbez-news/wbez-investigation-cps-secretly-overhauled-special-education-at-students-expense/2f6907ea-6ad2-4557-9a03-7da60710f8f9>.
- ³⁴ Adeshina Emmanuel, *How will Chicago schools improve special education after state takeover? Parents haven't heard* (October 3, 2018) available at: <https://www.chalkbeat.org/posts/chicago/2018/10/03/chicago-schools-mum-on-states-special-ed-takeover-parents-allege/>.
- ³⁵ Lauren FitzPatrick, *State recommends monitor to oversee special education at CPS for 3 years* (May 11, 2018) available at: <https://chicago.suntimes.com/news/state-board-of-ed-recommends-monitor-to-oversee-special-education-at-cps/>.
- ³⁶ Karp, *CPS secretly overhauled special education at students' expense*.