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kidsfirstchicago.org

October 26, 2018

Tony Manno
Senior Planner
Chicago Metropolitan Agency for Planning
233 South Wacker Drive, Suite 800
Chicago, Illinois 60606

Dear Tony,

We are pleased to submit Kids First Chicago's application for CMAP's Local Technical Assistance Program grant to explore transportation and access concerns for public school students across the city of Chicago.

There is nothing simple about improving urban education, especially in a district as large and complex as Chicago. And yet, Chicago has already defied gravity in regards to what we can help our students achieve. However, much work remains to be done to ensure the system is equitable for *all* students in *all* regions of the city. **Exploring access to high-quality schools through the lens of transportation is one way to address these continuing inequities in our system.**

We will be sending along letters of support from elected officials in the coming week to reflect the community participation we aim to have in this project. In the meantime, please do not hesitate to reach out to us with any questions as you review our application. Thank you for your consideration!

Best regards,

Daniel Anello
Chief Executive Officer

Kristin Pollock
Chief of Development



WORLD-CLASS SCHOOLS. WORLD-CLASS CITY.

APPLICATION TO CMAP | OCTOBER 2018

NAME: KIDS FIRST CHICAGO FOR EDUCATION

MAIN CONTACT: KRISTIN POLLOCK

TITLE: CHIEF OF DEVELOPMENT

PHONE: 312-853-3697

EMAIL: KPOLLOCK@KIDSFIRSTCHICAGO.ORG

APPLICATION DATE: OCT. 26, 2018

TYPE OF APPLICANT

- LOCAL GOVERNMENT
- MULTIJURISDICTIONAL GROUP
- NONGOVERNMENTAL ORGANIZATION



PROJECT LOCATION

Our project will focus on 3-6 high-need regions in Chicago -- e.g. West Side, Bronzeville/South Lakefront, South Side, Far Southwest Side, Greater Calumet and Greater Stony Island -- where students travel considerably longer distances to access public schools of choice. Each region is roughly 3-5 miles across and home to a CPS K-12 student population of between 5,173 and 28,823. We want to understand the transportation landscape in each region and identify potential barriers to accessing high-quality schools for students in these areas.

PROJECT DESCRIPTION

In partnership with Chicago Public Schools (CPS), Kids First Chicago produced the [Annual Regional Analysis \(ARA\)](#) to provide transparency to the public about enrollment, student demographics, school choice, quality, and program offerings. The data in this report made it clear that some students are traveling much farther than others to get to school each day. In particular, students living on the far West and South sides, the overwhelming majority of whom are African American and Latino, travel significantly farther than their North Side peers. Today, only 49% of students in Chicago Public Schools attend their zoned school. This means more than half of CPS students are traveling to get to school each day. In addition, this data varies significantly by race: just 44% of African American students attend their zoned school, compared to 66% of Asian students, 67% of Hispanic students, and 69% of white students. In the Greater Stony Island Region, where 94% of students are African American, the average distance traveled for elementary school students is 2.6 miles, and for high school students it is 5 miles. Compare this to the district averages of 1.5 miles for elementary school students and 3.6 miles for high school students. *Please see pages 20-23 of the attached District ARA for more details of current choice and distance traveled trends within CPS.*

However, the ARA does not tell us what transportation infrastructure is available and the impact that lengthy travel has on students. Our goal is to understand the current state of transportation across the district and/or in a few key regions, as well as determine whether transportation is a barrier to high-quality school access and choice. Our questions include:

- How are students getting to school in select regions of the city?
- Is this a pain point for families?
- Do transportation challenges impact attendance and tardiness rates?
- Which communities are impacted most heavily by a lack of transportation access?
- What solutions can we propose to CPS and other stakeholders to address this potential problem?

These are questions that we need an expert from CMAP to help us answer. Currently, we don't know enough to build a compelling case for a transportation intervention. The goal of this project is to understand the problem clearly enough to present solutions holistically and accurately. Our long-term goal is the implementation of pilot programs and/or broader policy recommendations to create lasting change in this area that is beneficial to families.



This project is in the early planning stages, and questions remain about the exact scope of research that we would engage in.

- Will we study elementary schools, high schools, or both?
- Should we look at one region, or multiple? Which one(s)?
- Should we partner with the Metropolitan Planning Council, neighborhood Community Action Council(s), Local School Council(s), and/or other potential associates?

Project deliverables may include:

- “Landscape analysis” of existing transportation for Chicago Public School students to understand current conditions
- Policy analyses on
 - Access to schools of choice
 - Distance traveled to get to school
 - Time it takes to get to school
- Identification of key communities for pilot programs

A planning grant from CMAP would provide us with the funds needed to conduct large-scale research on this potential barrier to school access for minority students in high-need neighborhoods across the city. With guidance, leadership and subject-matter expertise from CMAP, we can better define our project logistics to ensure that we are engaging in work that is meaningful and impactful for families in Chicago, and which leads us towards a district-wide solution.



ADDITIONAL STRATEGIC PARTNERSHIPS

Kids First Chicago has a robust partnership with Chicago Public Schools, particularly in the creation of the [Annual Regional Analysis \(ARA\)](#). The CPS Department of Demographics and Planning will be a valuable partner in conducting this research in schools in target region(s) as a follow up to the ARA.

Other potential partners include:

- CDOT
- CTA
- Civic Committee of The Commercial Club of Chicago
- Metropolitan Planning Council
- Community-based organizations in the region(s) we study
 - Community Action Councils
 - Local School Councils
- Urban Land Institute
- American Planning Association
- Policymakers in the region(s) we study

We have not yet reached out to these potential partners due to the questions that remain about the logistics of our project, but are committed to working directly with community organizations, schools, and families to understand their perspectives, experiences, and challenges with regards to transportation and school access.

PLAN CHARACTERISTICS

My project involves:

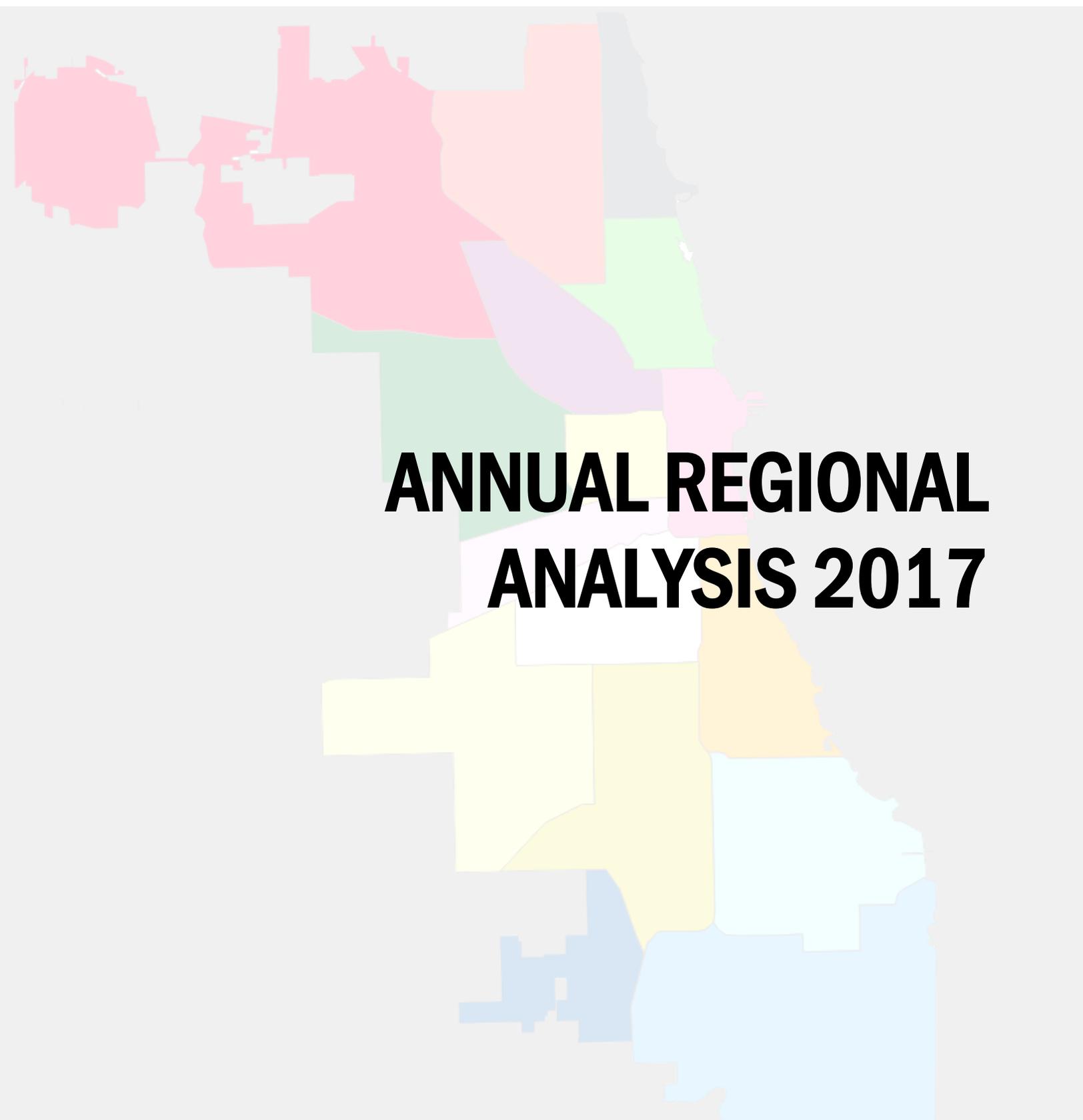
- The preparation of a plan.
- Updating an existing plan.
- Implementation of a previous plan.
- My project has direct relevance to public transit and supports the use of the existing transit system.
- My project is not directly related to transportation or land use, but addresses ON TO 2050 and/or Invest In Transit in other ways.

ON TO 2050 ALIGNMENT (Please check all that apply)

- Inclusive Growth
- Prioritized Investment
- Resilience

RTA INVEST IN TRANSIT ALIGNMENT (please check all that apply)

- Deliver Value on our transit investments
- Build on the strengths of the transit network
- Keep transit competitive

A map of Chicago Public Schools divided into various colored regions. The colors include shades of red, orange, green, purple, yellow, pink, light blue, and dark blue. The map is semi-transparent and serves as a background for the title.

ANNUAL REGIONAL ANALYSIS 2017



INTRODUCTION

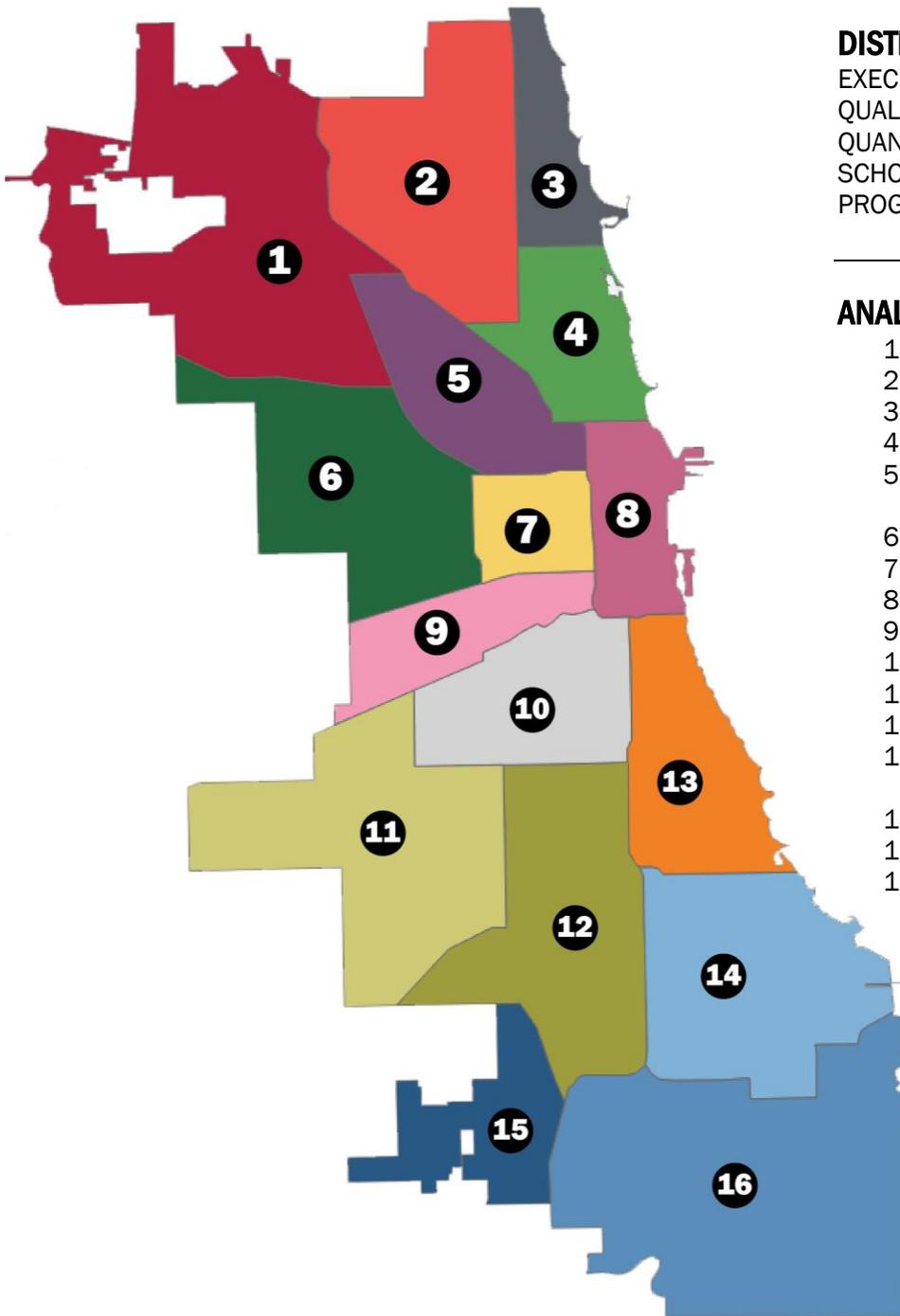
The Annual Regional Analysis (ARA) is a set of facts to inform community dialogue and district planning.

The purpose of the Annual Regional Analysis (ARA) is to support CPS's goal of providing every student with a high-quality education in every neighborhood by giving stakeholders a consistent set of information regarding school quality, enrollment patterns, school choice, and program offering by region. The goal is to ensure every student in Chicago has reasonable access to quality public schools and a variety of schools and programs.

This document is a common fact base from which to understand the school landscape in communities. The intent of the ARA is not to provide recommendations, but rather a set of findings based on the data that serve as an input to community dialogue and district planning.



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2. NORTHWEST SIDE
3. NORTH LAKEFRONT
4. GREATER LINCOLN PARK
5. GREATER MILWAUKEE AVENUE
6. WEST SIDE
7. NEAR WEST SIDE
8. CENTRAL AREA
9. PILSEN/LITTLE VILLAGE
10. GREATER STOCKYARDS
11. GREATER MIDWAY
12. SOUTH SIDE
13. BRONZEVILLE/SOUTH LAKEFRONT
14. GREATER STONY ISLAND
15. FAR SOUTHWEST SIDE
16. GREATER CALUMET



GUIDING QUESTION | WHAT DO FAMILIES NEED?

The ARA is organized to better understand what families and communities need when it comes to school options. To best answer that question, data is provided in four areas:

QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

QUANTITY

HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

(AN INDICATION OF THE AVAILABILITY OF ATTRACTIVE OPTIONS)

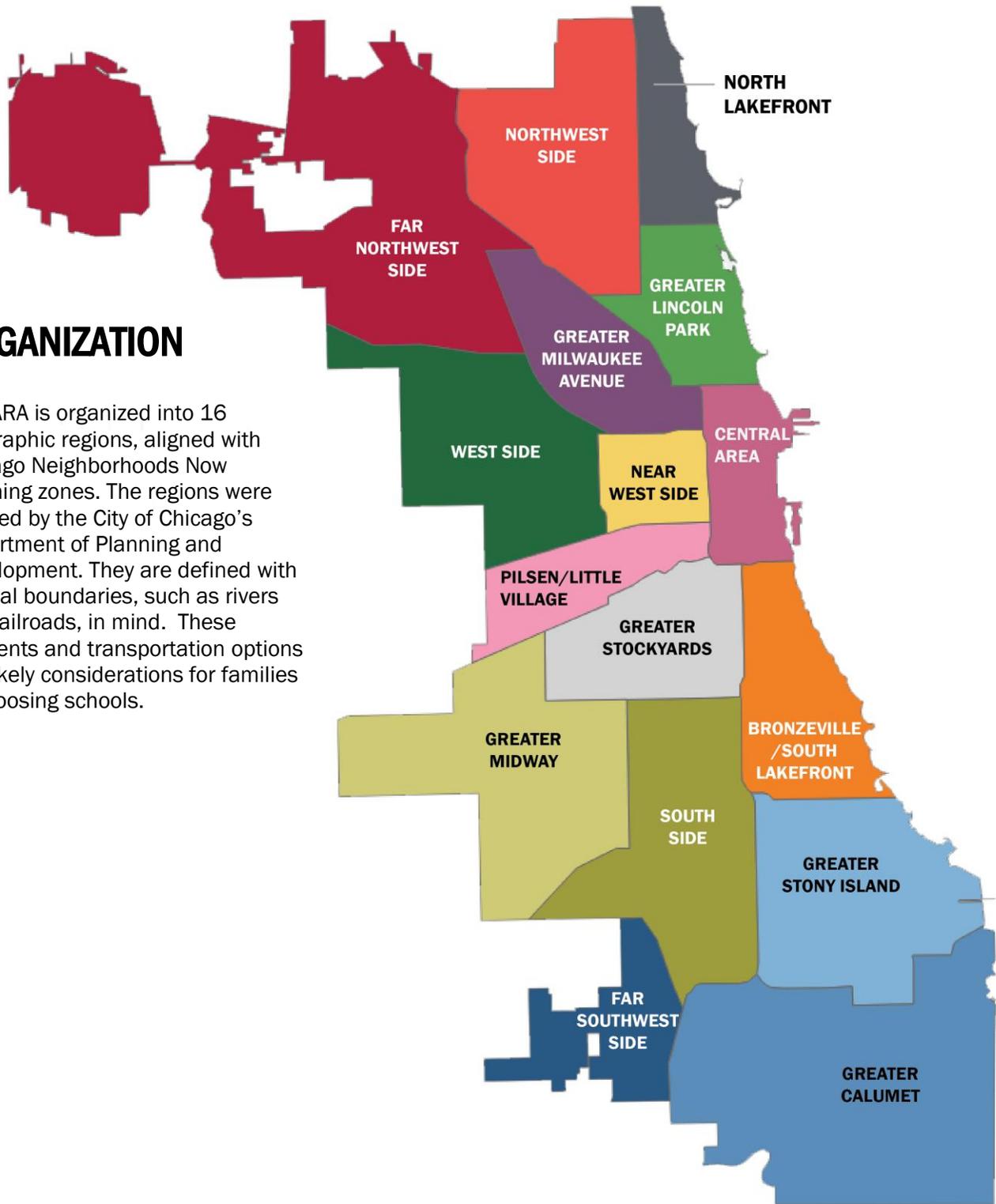
VARIETY

DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?



ORGANIZATION

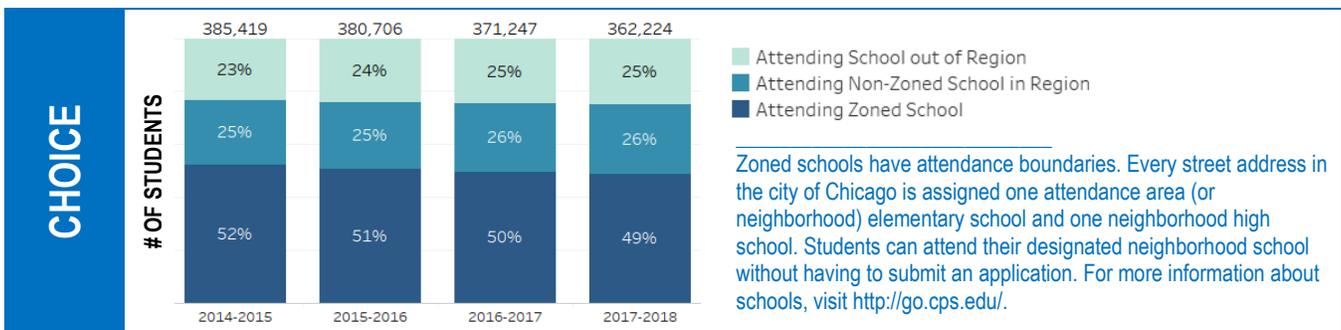
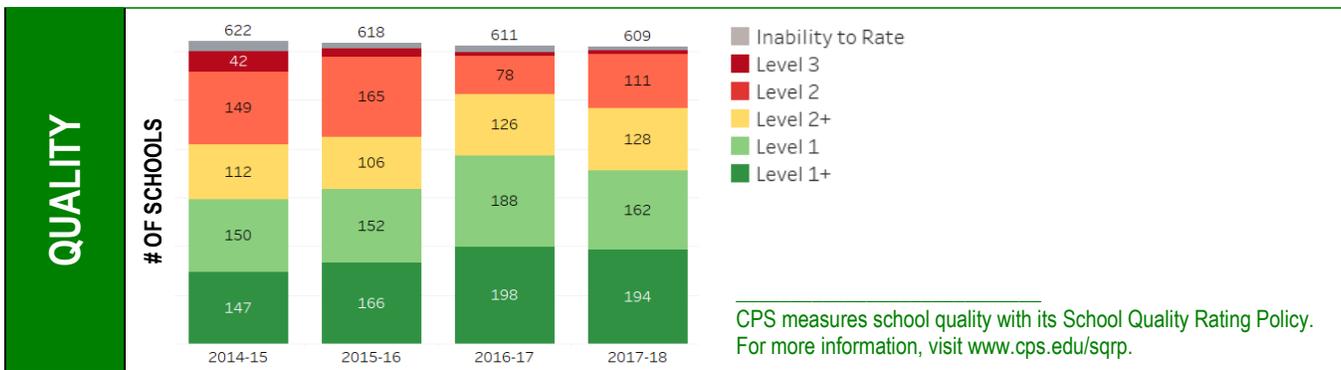
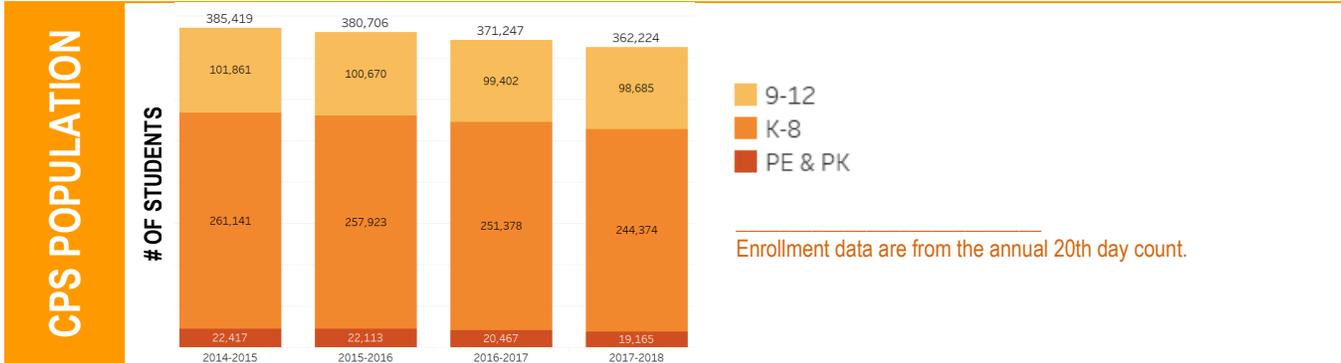
The ARA is organized into 16 geographic regions, aligned with Chicago Neighborhoods Now planning zones. The regions were created by the City of Chicago's Department of Planning and Development. They are defined with natural boundaries, such as rivers and railroads, in mind. These elements and transportation options are likely considerations for families in choosing schools.





EXECUTIVE SUMMARY: 2017-2018 SCHOOL YEAR¹

362,224 STUDENTS IN DISTRICT | 609 SCHOOLS | 47% HISPANIC | 37% AFRICAN AMERICAN | 10% WHITE | 4% ASIAN



PROGRAM VARIETY

ELEMENTARY

- Academic Center
- Fine and Performing Arts Magnet Program
- International Baccalaureate (IB)
- Regional Gifted Center (RGC)/Classical
- Science Technology Engineering & Math (STEM) Magnet Program
- World Language Magnet Program

HIGH SCHOOL

- Career and Technical Education (CTE)
- International Baccalaureate (IB)
- Military Academy
- Selective Enrollment

Only centralized programs are included in this report. IB is International Baccalaureate and STEM is Science, Technology, Engineering and Math. For more information about programs, visit <http://go.cps.edu/>.

¹ The following analyses do not reflect Options and Specialty schools and the students enrolled in them.



KEY FINDINGS

QUALITY

- 67% of elementary students attend a Level 1+ or 1 school and 62% of high school students attend a Level 1+ or 1 school.
- However, only 45% of African American students and 72% of Hispanic students are in Level 1+/1 schools, versus 91% of White students.
- The Greater Lincoln Park region has the highest concentration of Level 1+/1 elementary seats (100%); the Central Area region has the highest concentration of Level 1+/1 high school seats (91%).
- The Near West Side region has the lowest concentration of Level 1+/1 elementary seats (35%); the Greater Stony Island and West Side regions have the lowest concentration of Level 1+/1 high school seats (16% and 14%, respectively).

QUANTITY

- Since the 2006-2007 school year, CPS enrollment has decreased by 11.8% and is forecasted to decline by an additional 5.1% in the next three years.
- There are ~150,000 more seats than students enrolled in the district, including over 60,000 unfilled Level 1+/1 seats.

CHOICE

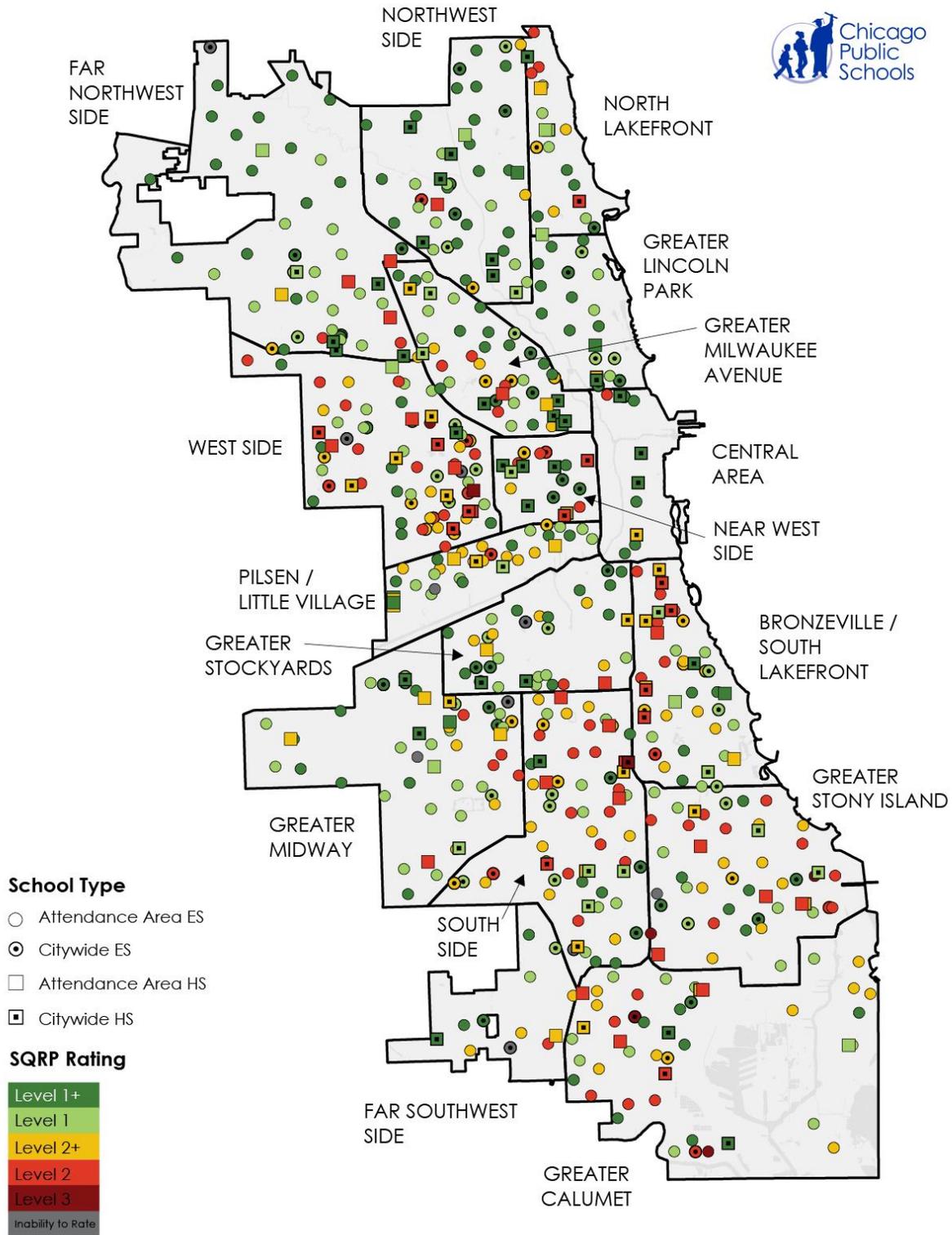
- School choice (which is currently defined as choosing to attend a school that is not a student's zoned school) has increased slightly in the last couple years among both elementary and high school students.
- 59% of elementary students and 24% of high school students attend their zoned schools. 18% of elementary students and 45% of high school students choose to attend a non-zoned school outside of their region.
- Elementary students travel 1.5 miles on average; distance to school is highest in Greater Stony Island (2.6 miles) and Bronzeville/South Lakefront (2.3 miles).
- High school students travel 3.6 miles on average; distance to school is highest in Greater Stony Island (5.0 miles) and Far Southwest Side (5.0 miles).

VARIETY

- Not all regions have seats for the major elementary program types (fine and performing arts, world language, and STEM); however each region has some programs and the mix of seats may be reflective of student demand.
- There is significant regional skew in the location of the citywide selective enrollment elementary program seats.



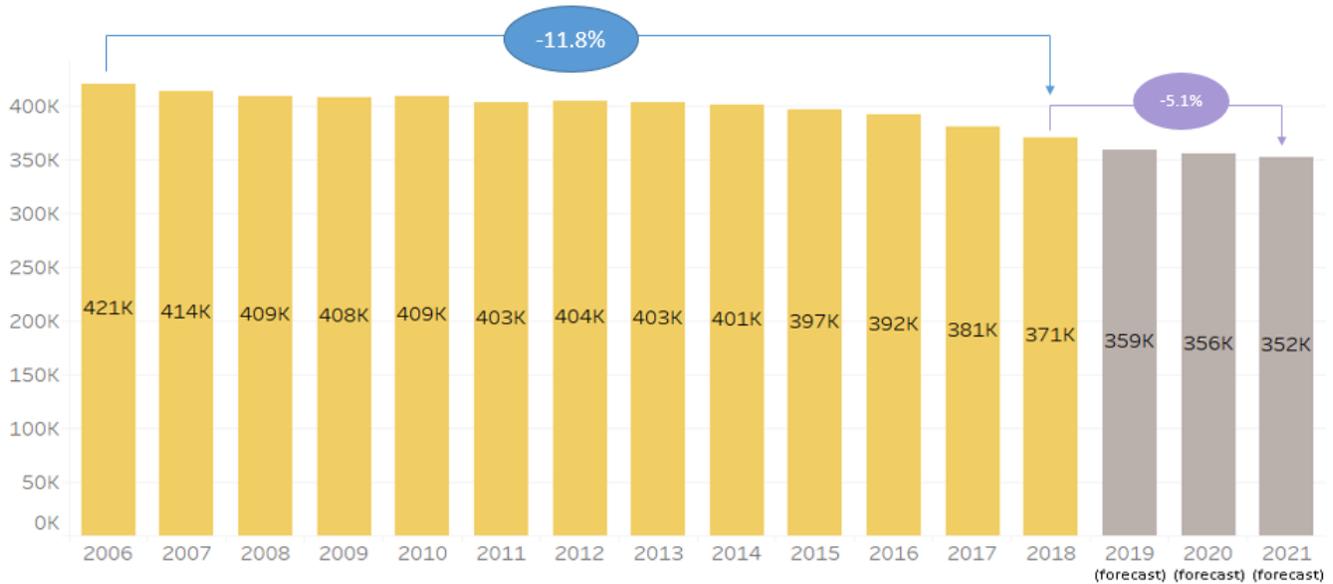
DISTRICT MAP





HISTORICAL ENROLLMENT

CPS total enrollment has decreased 11.8% since the 2006-2007 school year and is projected to continue to decrease.



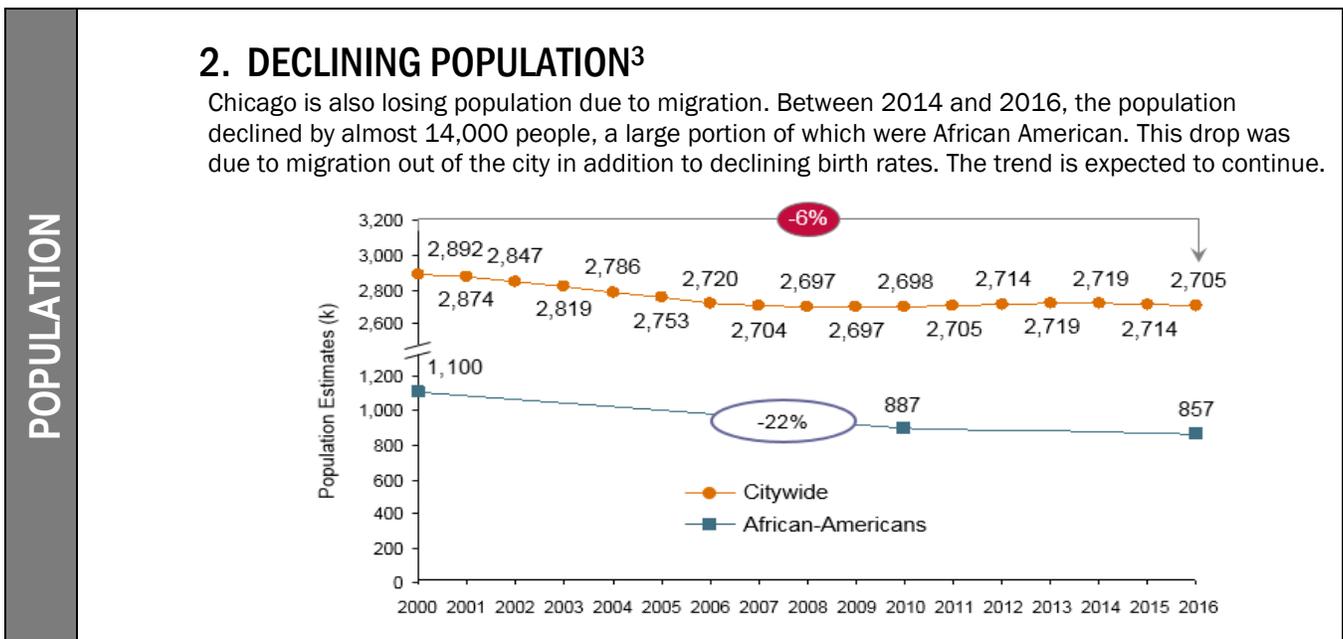
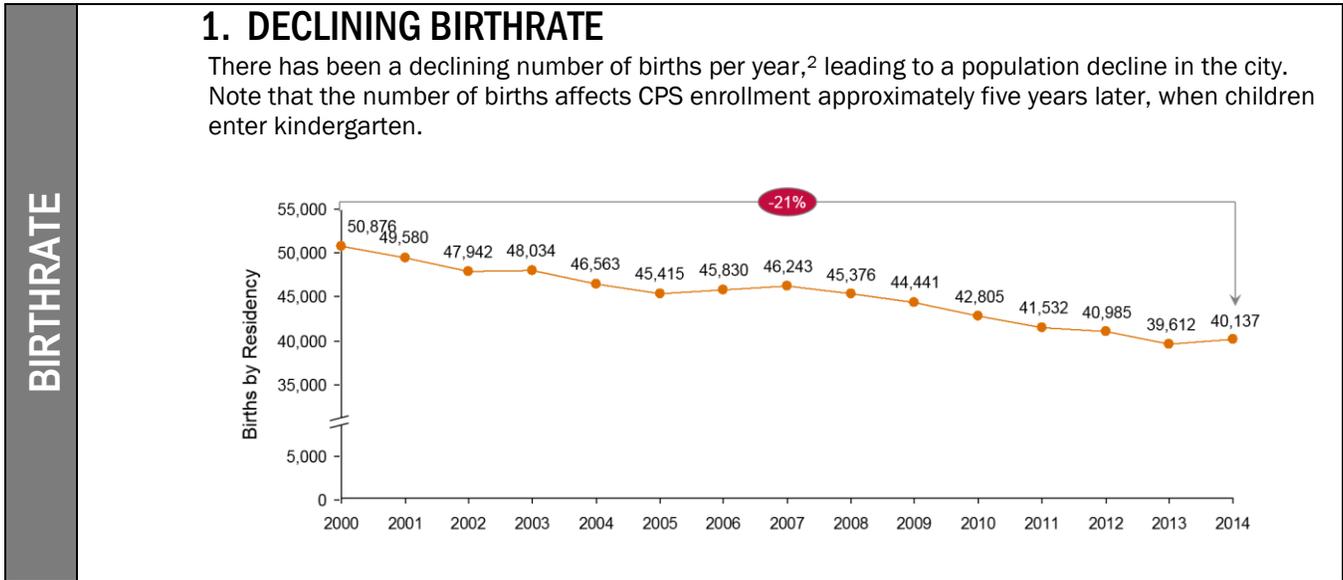
District enrollment numbers include students in grades Pre-Kindergarten through 12, including students in Options (alternative) and Special Education specialty schools on the 20th day of the school year.

The projections and forecast estimates are based on CPS Department of Planning and Data Management analysis.



FACTORS IMPACTING ENROLLMENT

Broader citywide population trends support continued declining enrollment.



² Illinois Department of Public Health data

³ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk> and <https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-2000-2010-cities-and-towns.html>

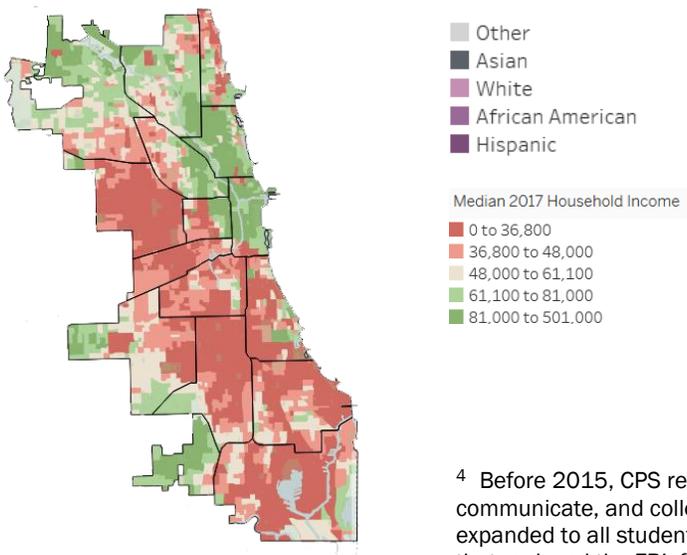
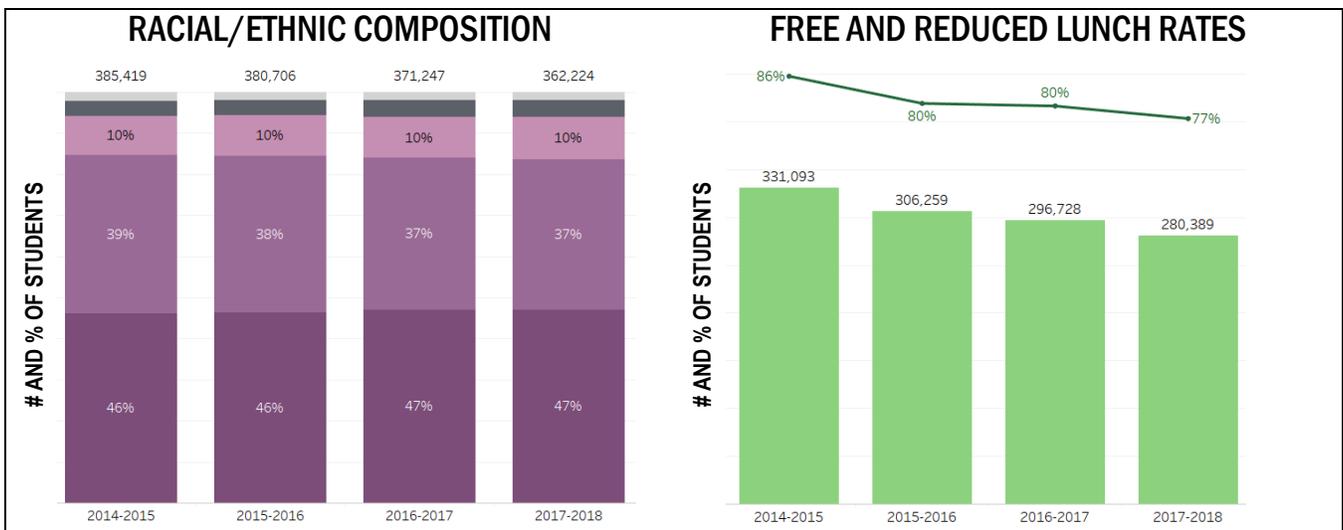


CITY DEMOGRAPHIC COMPOSITION

The socioeconomic composition of Chicago has shifted since the 2014-2015 school year.

The district has seen a decline in African American and Hispanic enrollment. In the past four years, African American enrollment has declined by over 16,000 students and the percentage of African American students has dropped from 39% to 37%. At the same time, the number of Hispanic students has declined by over 7,000 students, although the percentage of Hispanic students in the district has risen from 46% to 47%. White students have remained 10% of the district population, although enrollment has increased slightly.

The share of students who qualify for a free or reduced lunch (FRL) has decreased in recent years, although the large decrease between the 2014-2015 and 2015-2016 school years (86% to 80%) can be partly explained by the change in FRL form distribution, collection and subsequent response rates and possibly fewer students counted.⁴



The map shows the median household income by block group for the entire district. These differences are reflected in the FRL rates by region.

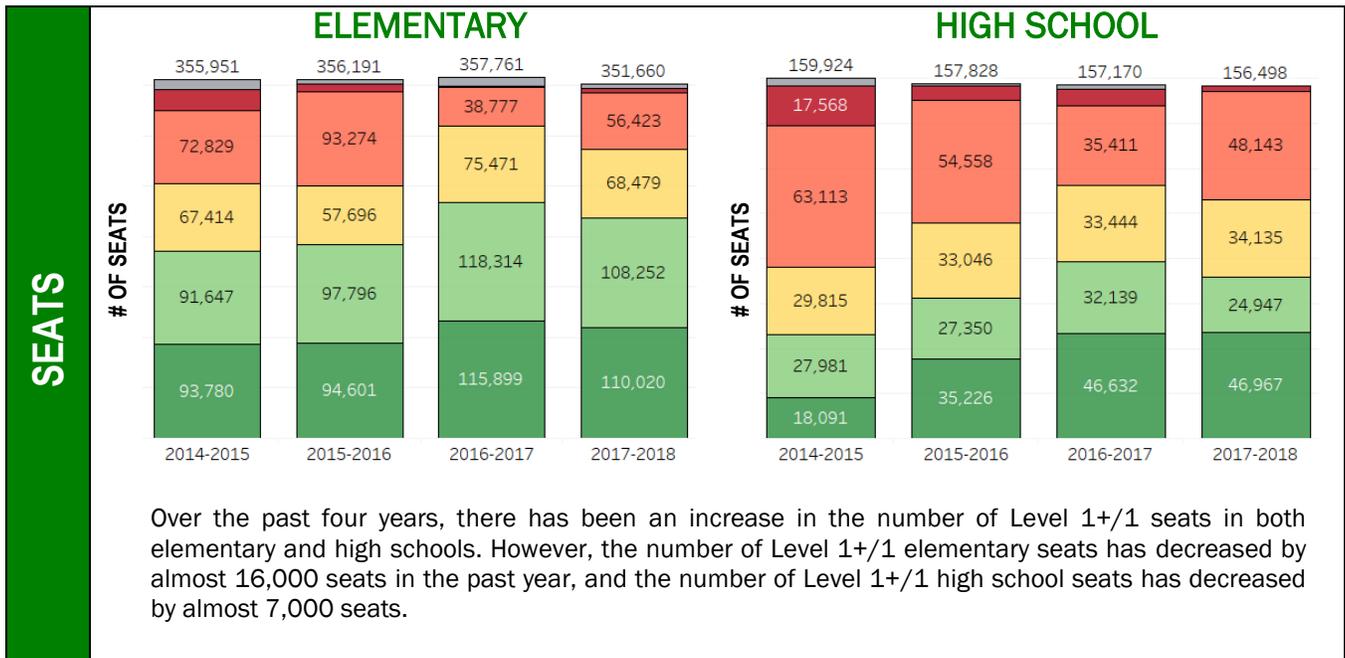
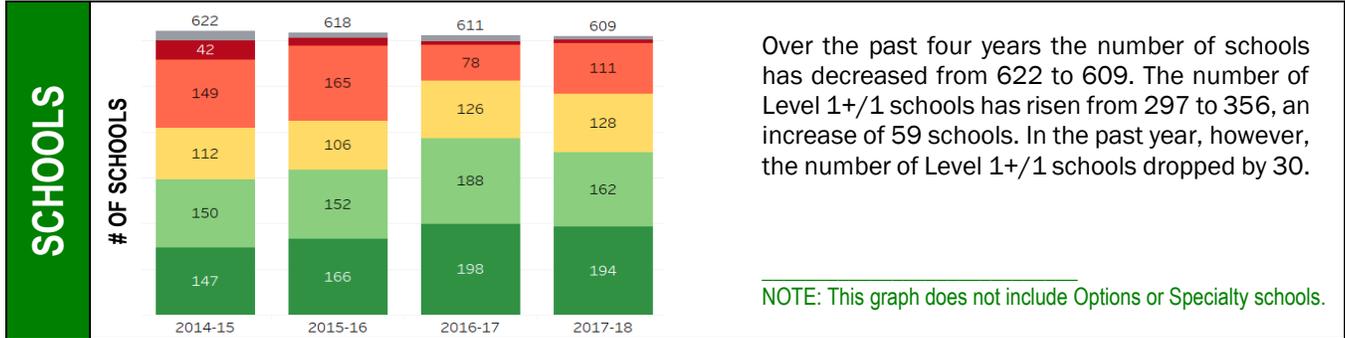
⁴ Before 2015, CPS relied on the Nutrition Services department to administer, communicate, and collect the FRL forms. When the federal lunch program was expanded to all students, CPS needed to administer a separate “Fee Waiver Form” that replaced the FRL form. This new form, now without connection to a direct benefit to parents and families, did not yield consistent response rates in the first year of implementation and therefore (at least partly) caused a drop in the number of reported FRL students.



QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

There is a general trend of increasing Level 1+/1 seats, with a dip in the past year.



- Inability to Rate
- Level 3
- Level 2
- Level 2+
- Level 1
- Level 1+



QUALITY

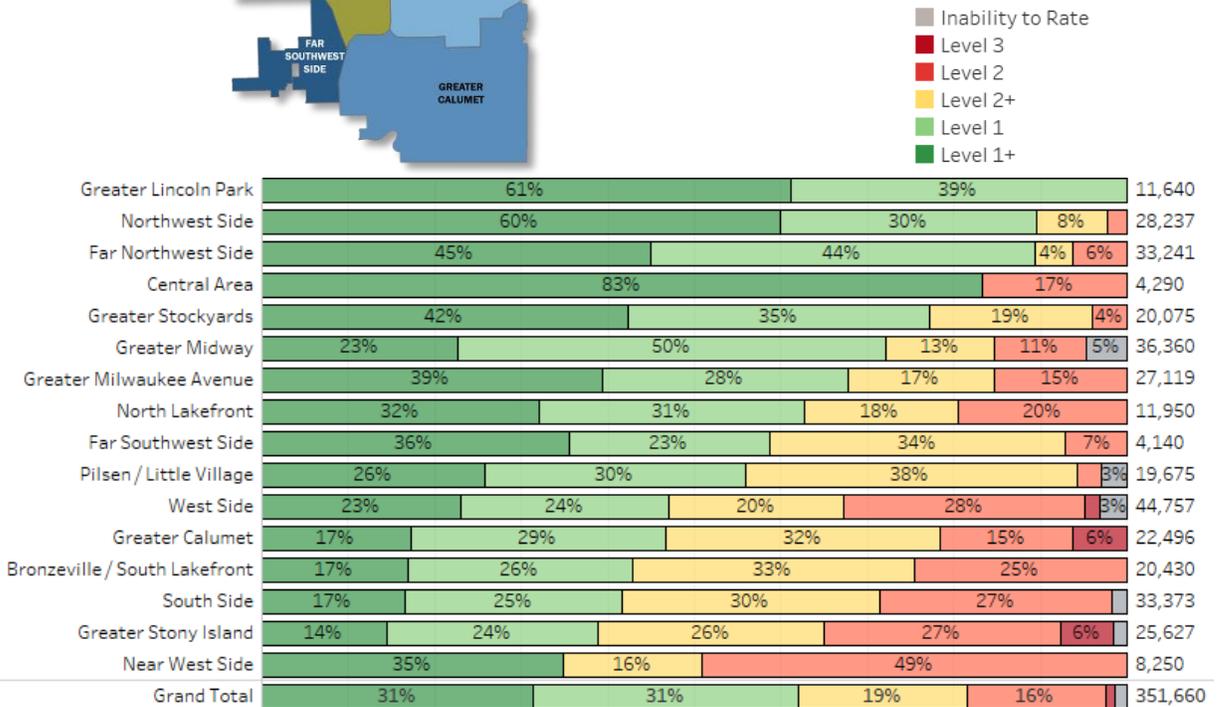
HOW MANY LEVEL 1+/1 SEATS ARE THERE?

School quality varies by region.



In over half the regions, the majority of seats are Level 1+/1. The Greater Lincoln Park region has the highest percentage of Level 1+/1 seats (100%); the Near West Side has the lowest (35%).

ELEMENTARY SEATS



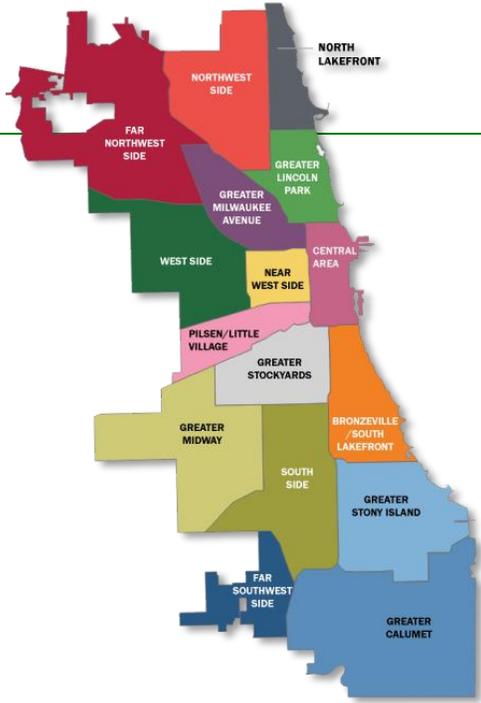
DISTRICT ANALYSIS



QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

School quality varies by region.



Only in a few regions are the majority of high school seats Level 1+/1. In the Central Area region, 91% of seats are Level 1+. The Greater Stony Island and West Side regions have the lowest percentage of Level 1+/1 seats (16% and 14%, respectively). In the Greater Stony Island region, 67% of seats are Level 2; in the West Side region, 55% are Level 2 and 10% are Level 3.

HIGH SCHOOL SEATS

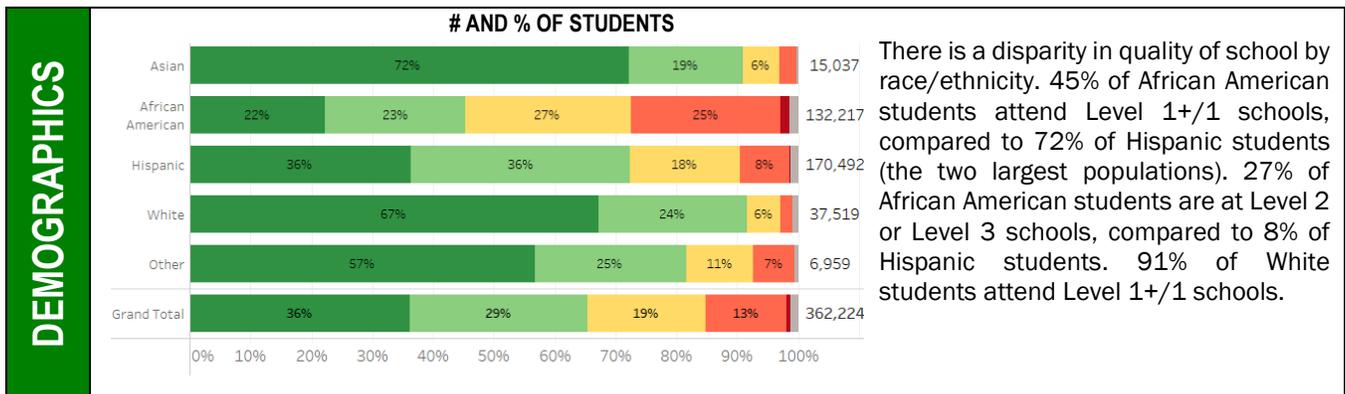
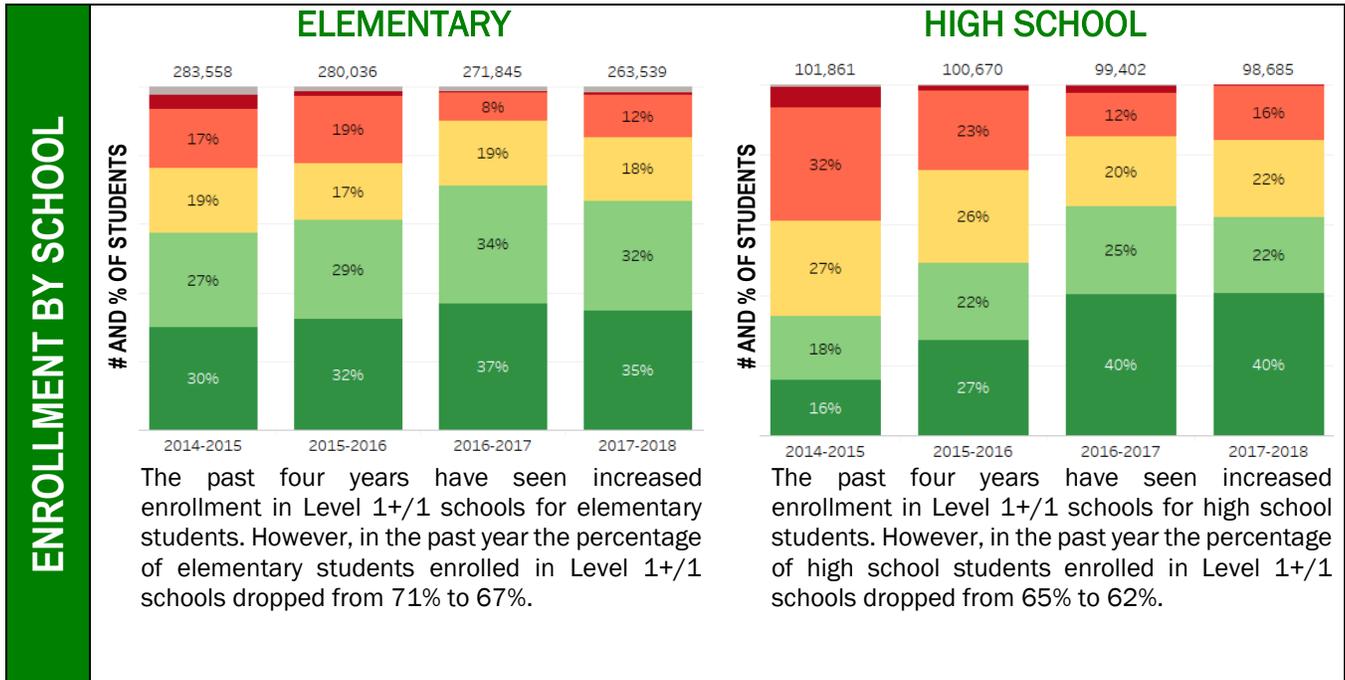
District	Level 1+	Level 1	Level 2+	Level 2	Level 3	Inability to Rate	Total Seats
Central Area	91%	0%	9%	0%	0%	0%	4,582
Northwest Side	75%	13%	0%	12%	0%	0%	12,918
Greater Lincoln Park	83%	0%	17%	0%	0%	0%	3,524
Near West Side	60%	20%	7%	12%	0%	0%	9,449
North Lakefront	9%	60%	0%	31%	0%	0%	6,611
Greater Milwaukee Avenue	38%	18%	18%	26%	0%	0%	11,332
Far Northwest Side	31%	21%	13%	36%	0%	0%	14,735
Greater Midway	23%	19%	46%	12%	0%	0%	12,412
Greater Calumet	24%	14%	16%	46%	0%	0%	10,014
Bronzeville / South Lakefront	22%	14%	25%	39%	0%	0%	16,122
Far Southwest Side	33%	0%	67%	0%	0%	0%	2,508
Greater Stockyards	31%	0%	38%	31%	0%	0%	6,532
South Side	9%	20%	24%	41%	6%	0%	14,192
Pilsen / Little Village	14%	12%	74%	0%	0%	0%	6,367
Greater Stony Island	16%	17%	0%	67%	0%	0%	10,034
West Side	7%	7%	21%	55%	10%	0%	15,166
Grand Total	30%	16%	22%	31%	0%	0%	156,498



QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

There is increasing enrollment in Level 1+/1 schools.





QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?



Enrollment in different SQRP levels also varies by region. However, enrollment by quality does not always perfectly align with the quality of schools and capacity in a region. For elementary school students, the region with the highest percentage of students (who live in the region) attending a Level 1+/1 school is Greater Lincoln Park (96%). In the South Side, 40% of elementary school students who live in the region attend a Level 1+/1 school.



ELEMENTARY ENROLLMENT

District	Level 1+	Level 1	Level 2+	Level 2	Level 3	Inability to Rate	Total Enrollment
Greater Lincoln Park	66%	30%					5,966
Central Area	87%	6%	5%				3,470
Northwest Side	64%	28%	6%				26,838
Far Northwest Side	46%	42%	4%	7%			36,588
Greater Stockyards	47%	31%	17%	4%			15,879
Greater Milwaukee Avenue	41%	33%	16%	10%			15,471
Greater Midway	26%	47%	13%	10%	5%		34,485
North Lakefront	37%	32%	17%	13%			8,145
Far Southwest Side	41%	18%	30%	7%	4%		3,914
Pilsen/Little Village	24%	35%	35%		4%		14,204
Near West Side	38%	12%	17%	32%			3,195
Greater Calumet	18%	30%	31%	16%	4%		16,107
Bronzeville/South Lakefront	22%	26%	31%	21%			12,267
West Side	21%	26%	24%	25%	3%		28,170
Greater Stony Island	18%	25%	28%	24%	4%		17,581
South Side	17%	23%	33%	23%			20,923
Grand Total	35%	32%	18%	12%			263,203



QUALITY

HOW MANY LEVEL 1+/1 SEATS ARE THERE?



Enrollment in different SQRP levels also varies by region. However, enrollment by quality does not always perfectly align with the quality of schools and capacity in a region. For high school students, the region with the highest percentage of students (who live in the region) attending a Level 1+/1 school is Greater Lincoln Park (95%). In the West Side, 44% of high school students who live in the region attend a Level 1+/1 school.



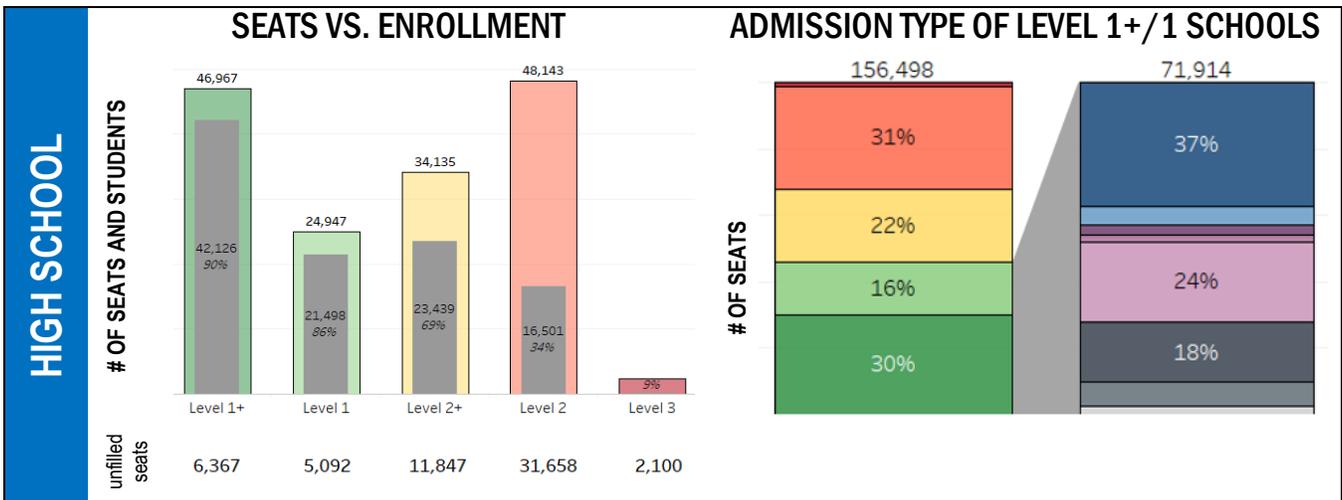
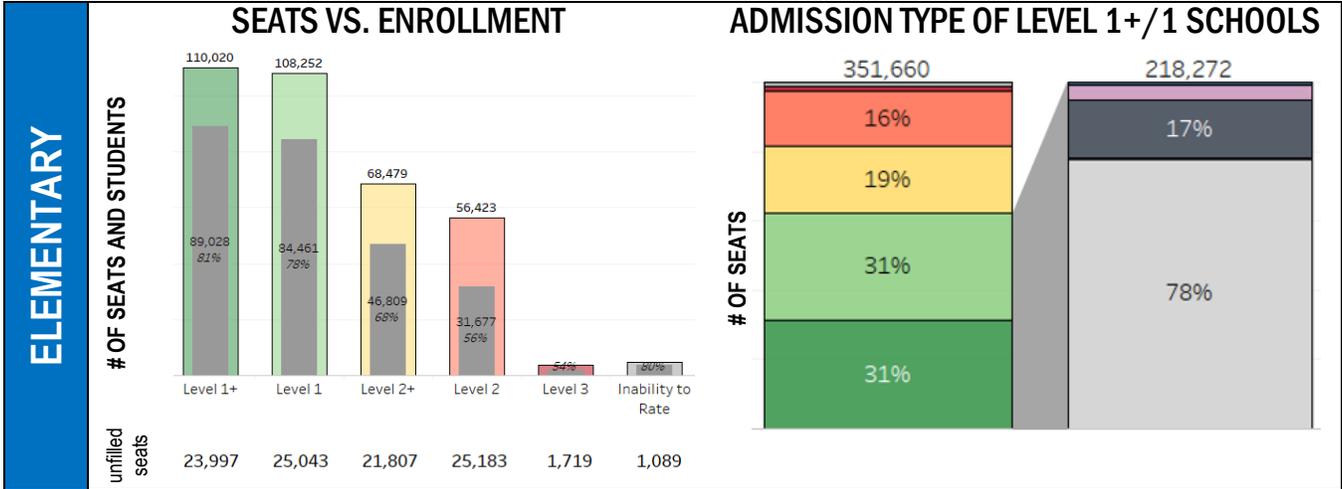
HIGH SCHOOL ENROLLMENT

District	Level 1+	Level 1	Level 2+	Level 2	Level 3	Inability to Rate	Total Enrollment
Greater Lincoln Park	83%	12%	0%	0%	0%	0%	1,888
Northwest Side	53%	32%	0%	14%	0%	0%	10,239
North Lakefront	47%	36%	0%	16%	0%	0%	3,211
Central Area	77%	0%	17%	4%	0%	0%	1,068
Far Northwest Side	45%	33%	9%	12%	0%	0%	13,326
Greater Milwaukee Avenue	55%	17%	6%	22%	0%	0%	5,793
Far Southwest Side	62%	6%	27%	5%	0%	0%	1,259
Near West Side	50%	11%	22%	16%	0%	0%	871
Greater Midway	38%	22%	35%	5%	0%	0%	14,153
Greater Calumet	23%	33%	23%	21%	0%	0%	6,152
Greater Stockyards	49%	5%	40%	5%	0%	0%	5,862
Bronzeville/ South Lakefront	34%	18%	24%	24%	0%	0%	4,486
Pilsen/ Little Village	41%	8%	49%	0%	0%	0%	5,433
South Side	21%	24%	28%	26%	0%	0%	7,900
Greater Stony Island	21%	23%	29%	27%	0%	0%	6,782
West Side	34%	10%	25%	29%	0%	0%	10,111
Grand Total	40%	22%	22%	16%	0%	0%	98,534



QUALITY

DO STUDENTS HAVE ACCESS TO LEVEL 1+/1 SEATS?



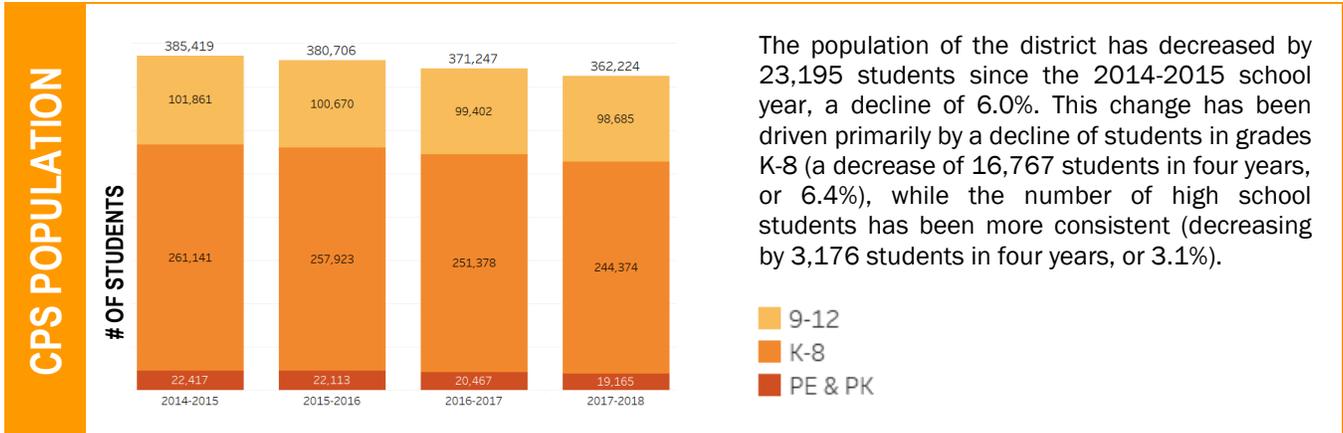
- Admissions Criteria - Citywide
- Admissions Criteria - Citywide with Geographic Preference Area
- Some Programs with Admissions Criteria - Citywide
- Some Programs with Admissions Criteria - Citywide with Geographic Preference Area
- Some Programs with Admissions Criteria - Attendance Boundary
- No Admissions Criteria - Citywide
- No Admissions Criteria - Citywide with Geographic Preference Area
- No Admissions Criteria - Attendance Boundary

Note: Unfilled seat figures reflect schools with available space and are adjusted for any overcrowded schools. Admissions criteria refer to testing, GPA or attendance requirements for admissions.

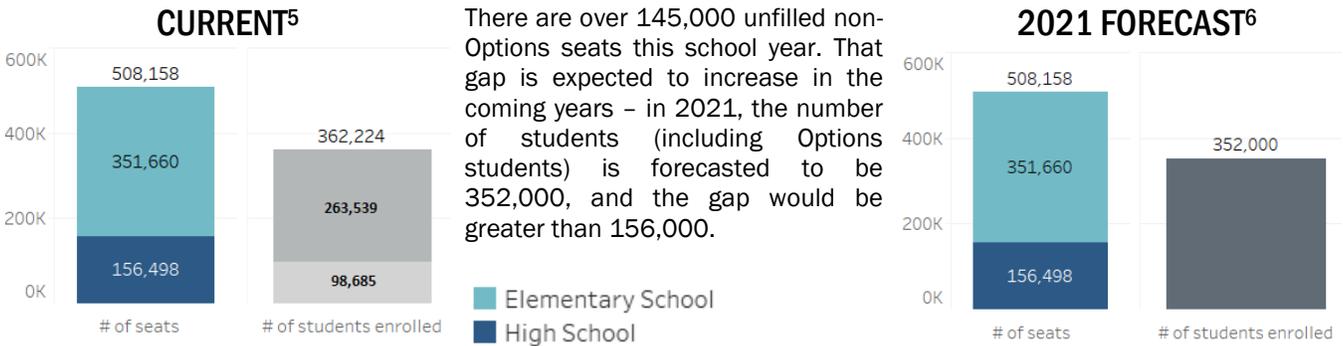


QUANTITY

HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?



SEATS vs. STUDENTS



⁵ Number of seats is the adjusted ideal capacity of the school building or the charter contract enrollment cap.

⁶ Projections and forecast estimated based on Department of Planning and Data Management analysis.

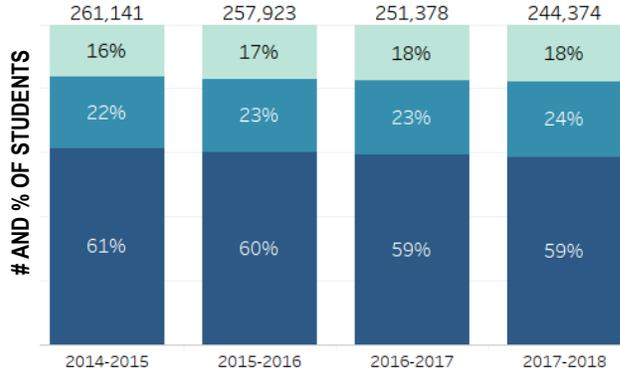


CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

ELEMENTARY SCHOOL⁷

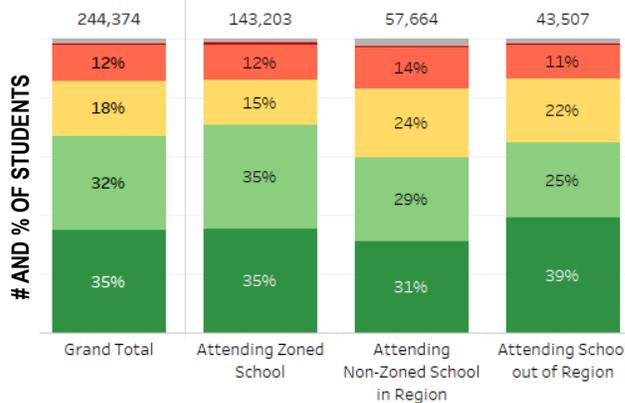
SCHOOL CHOICE OVER TIME



School choice is currently defined as attending a school that is not a student's zoned school. School choice has been increasing slightly among elementary school students. Over the past four years, the share of students attending their zoned school has declined from 61% to 59%, and the share of students traveling outside the region for school has increased from 16% to 18%.

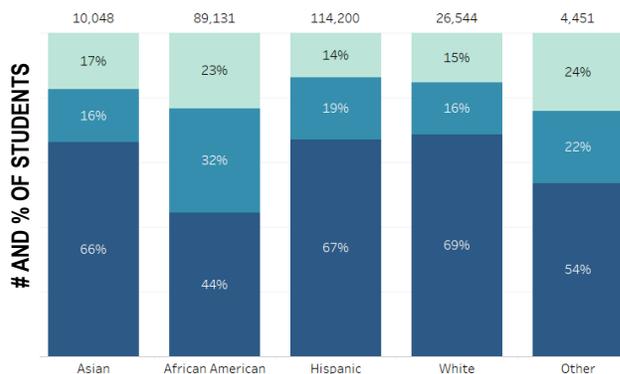
- Attending School out of Region
- Attending Non-Zoned School in Region
- Attending Zoned School

SCHOOL QUALITY AND CHOICE



Of the 244,374 non-Options elementary students in the district, 67% are at Level 1+/1 schools. This percentage is relatively consistent across school choice decisions. 70% of students who attend their zoned school are at Level 1+/1 schools, compared to 60% of students who attend a non-zoned school in their region and 64% of students who attend a non-zoned school outside of their region.

SCHOOL CHOICE BY RACE



School choice does vary by race. In this past year, 44% of African American students attended their zoned school, compared to 67% of Hispanic students, 69% of White students, and 66% of Asian students. African American students are also the largest percentage of students attending a non-zoned school in their region (32%) or outside of their region (23%) (except for "Other"). Hispanic students have the lowest percentage of students attending a school outside of the region (14%).

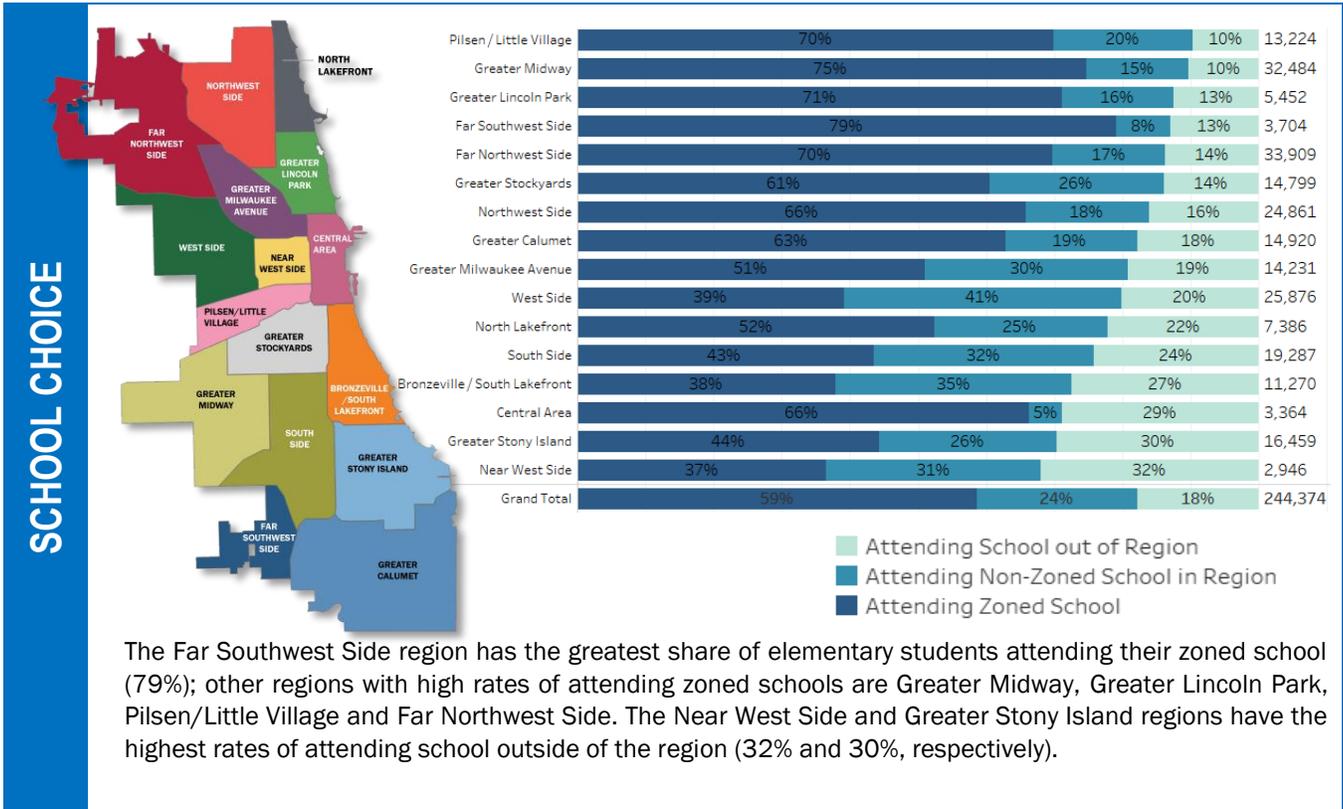
⁷ Only kindergarten through 8th grade students are included in school choice calculations, as pre-kindergarteners are not zoned to a school.



CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

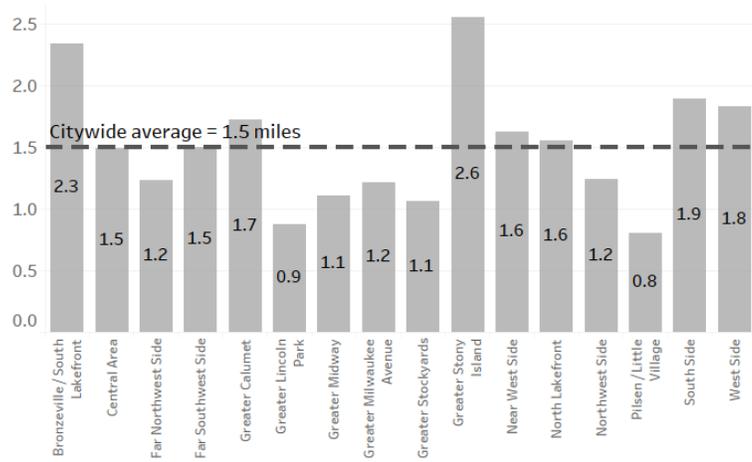
Choice and distance traveled varies by region at the elementary level.



The Far Southwest Side region has the greatest share of elementary students attending their zoned school (79%); other regions with high rates of attending zoned schools are Greater Midway, Greater Lincoln Park, Pilsen/Little Village and Far Northwest Side. The Near West Side and Greater Stony Island regions have the highest rates of attending school outside of the region (32% and 30%, respectively).

DISTANCE TRAVELED

This graph shows the average distance traveled to school for all elementary students who reside in each region (regardless of school choice). The district average is 1.5 miles. The Pilsen/Little Village region has the shortest average distance (0.8 miles); other regions with short average distances to school are the Greater Lincoln Park, Greater Midway and Greater Stockyards regions. Greater Stony Island has the longest average distance traveled (2.6 miles); other regions with longer average distances to school are the Bronzeville/South Lakefront and the South Side regions.

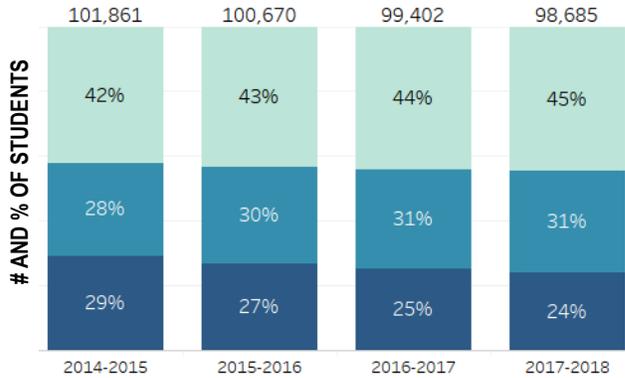




CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

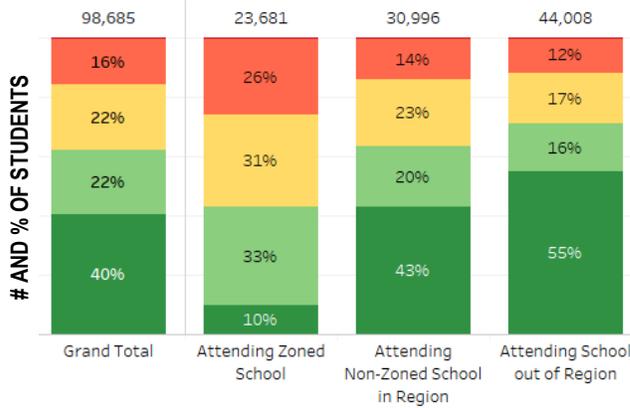
SCHOOL CHOICE OVER TIME



School choice is currently defined as attending a school that is not a student's zoned school. School choice has been increasing among high school students in the district. Over the past four years, the share of students attending their zoned school has declined from 29% to 24%, and the share of students traveling outside their home region for school has increased from 42% to 45%.

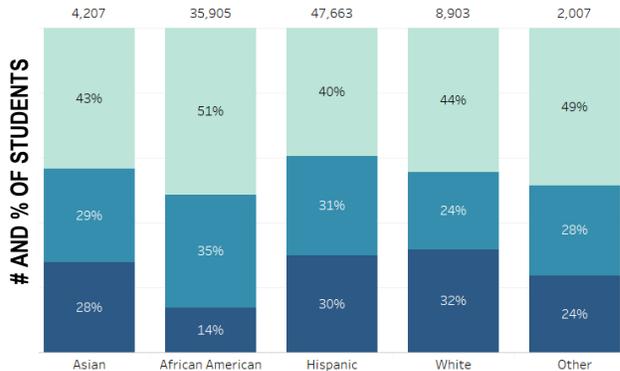
- Attending School out of Region
- Attending Non-Zoned School in Region
- Attending Zoned School

SCHOOL QUALITY AND CHOICE



Of the 98,685 high school students in the district, 62% attend a Level 1+/1 school. However, this varies by school choice. Of students who attend their zoned school, 43% attend a Level 1+/1 school and 26% attend a Level 2 school. 63% of students who attend a non-zoned school in their region are at a Level 1+/1 school, and 71% of students who attend school outside of their region are at a Level 1+/1 school.

SCHOOL CHOICE BY RACE



School choice varies by race/ethnicity for high school students. Only 14% of African American students attend their zoned school, compared to the total district average of 24% and 32% of White students. 51% of African American students attend school outside of their region. This rate is lowest for Hispanic students (40%) and second-lowest for Asian students (43%).

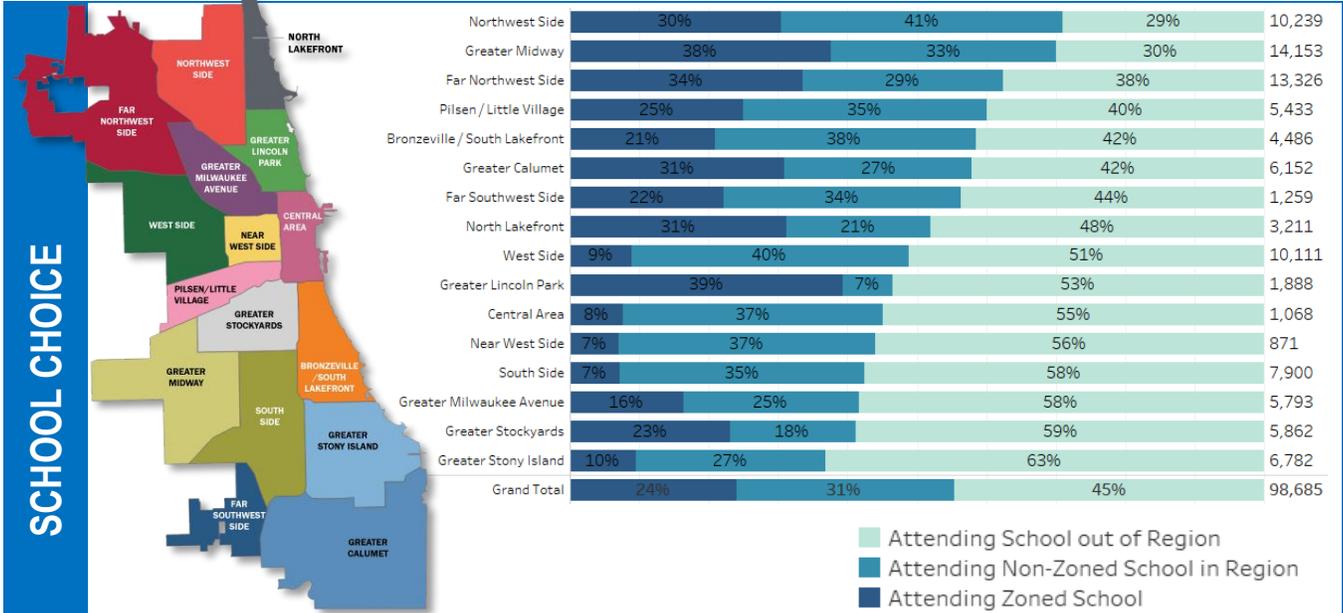
HIGH SCHOOL



CHOICE

ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?

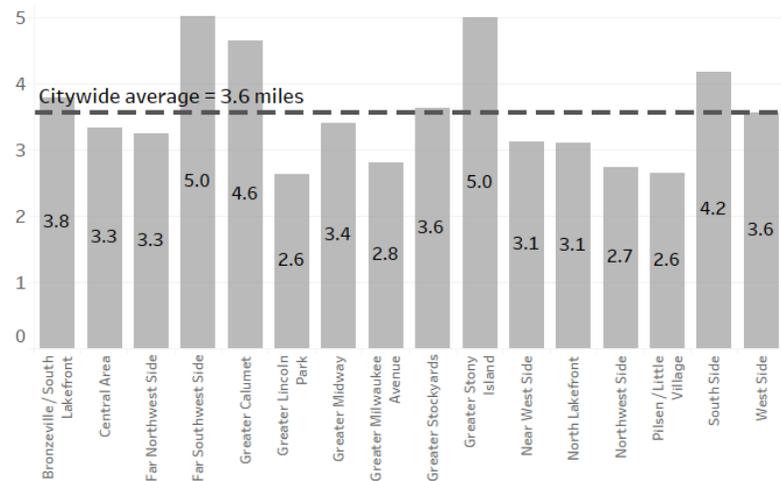
Choice and distance traveled varies by region at the high school level.



High school students exercise more school choice than elementary school students. The Greater Lincoln Park region has the highest percentage of students attending their zoned school (39%), followed by the Greater Midway region (38%). The West Side, Central Area, Near West Side, and South Side regions all have less than 10% of their students attending their zoned school. The Greater Stony Island and Greater Stockyards regions have the highest rates of students attending school out of region (63% and 59%, respectively).

DISTANCE TRAVELED

This graph shows the average distance traveled for high schoolers who live in each region, regardless of school choice. The average high schooler in the district travels 3.6 miles to school. The regions with the lowest average commute are Pilsen/Little Village (2.6 miles) and Greater Lincoln Park (2.6 miles). The regions with the longest commute are Greater Stony Island (5.0 miles), Far Southwest Side (5.0 miles), and Greater Calumet (4.6 miles).

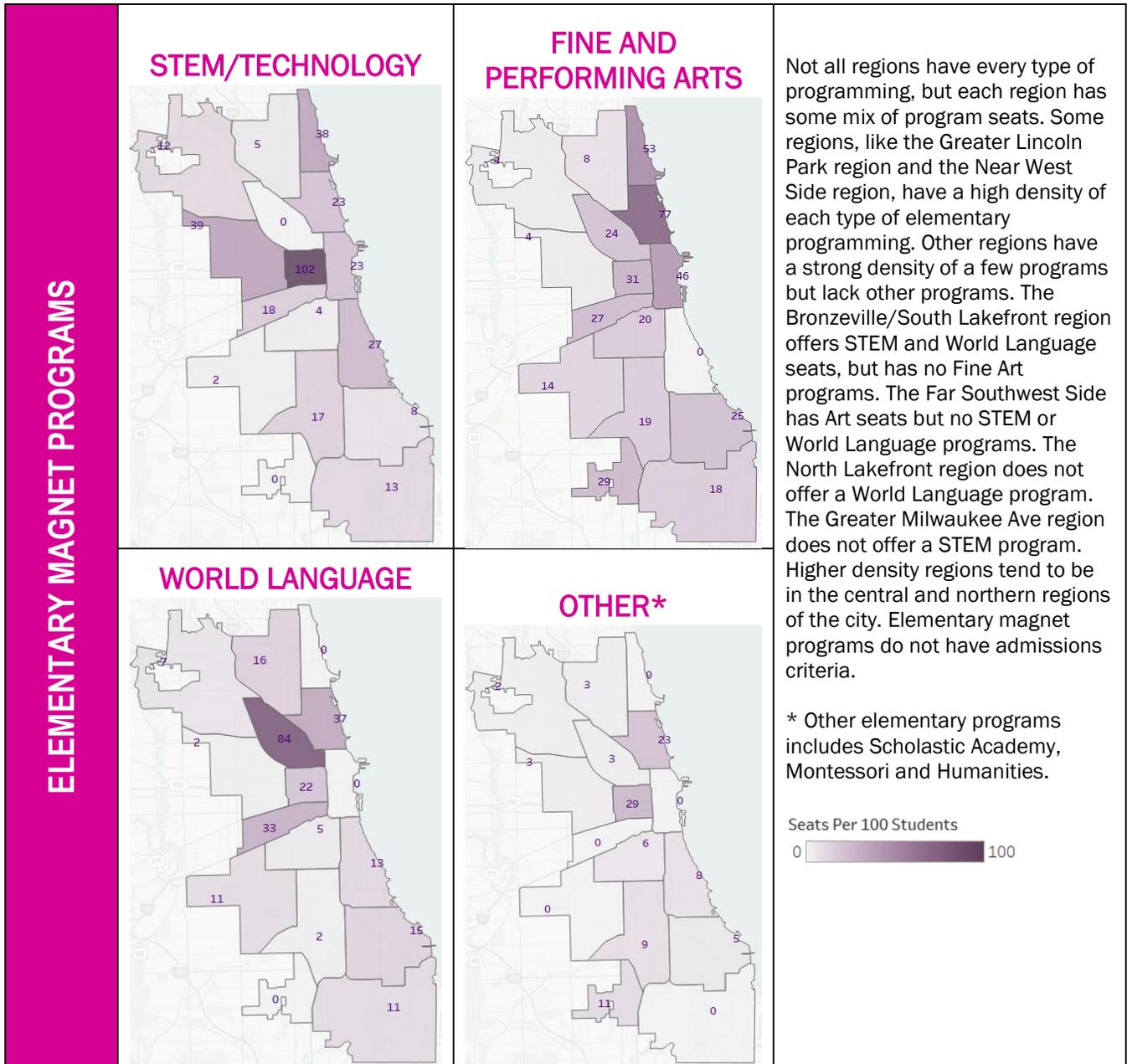




VARIETY

DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

REGIONAL SKEW IN PROGRAM SEATS: The Program Density Index measures the “density” of certain programs in each region. The index is calculated as the number of program seats per 100 age-eligible students who reside in the region and can be used to compare program seats across regions. For more information about types of programs, visit <http://go.cps.edu/>.

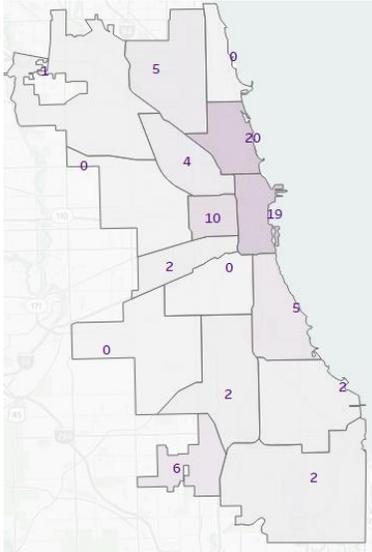


DISTRICT ANALYSIS

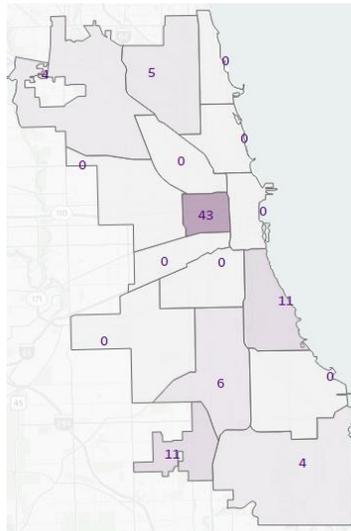


SELECTIVE (ELEMENTARY)

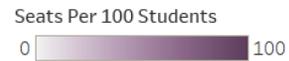
REGIONAL GIFTED CENTERS/CLASSICAL



ACADEMIC CENTERS

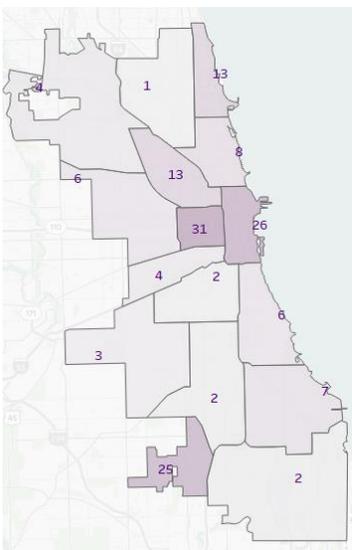


There is significant regional skew in the locations of selective enrollment elementary program seats. The Central Area and Greater Lincoln Park regions have relatively high densities of regional gifted center and classical seats available. The Near West Side has the highest density of academic center seats (43 seats per 100 eligible students). Selective enrollment schools and programs admit students using a testing process.

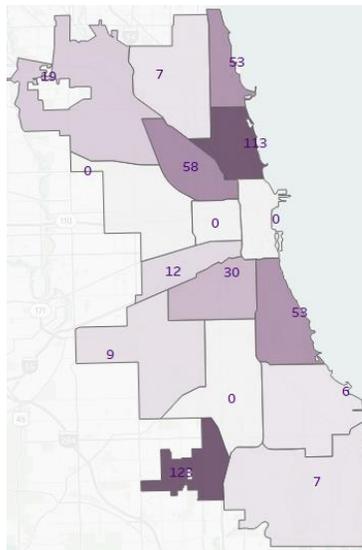


INTERNATIONAL BACCALAUREATE (IB)

ELEMENTARY IB



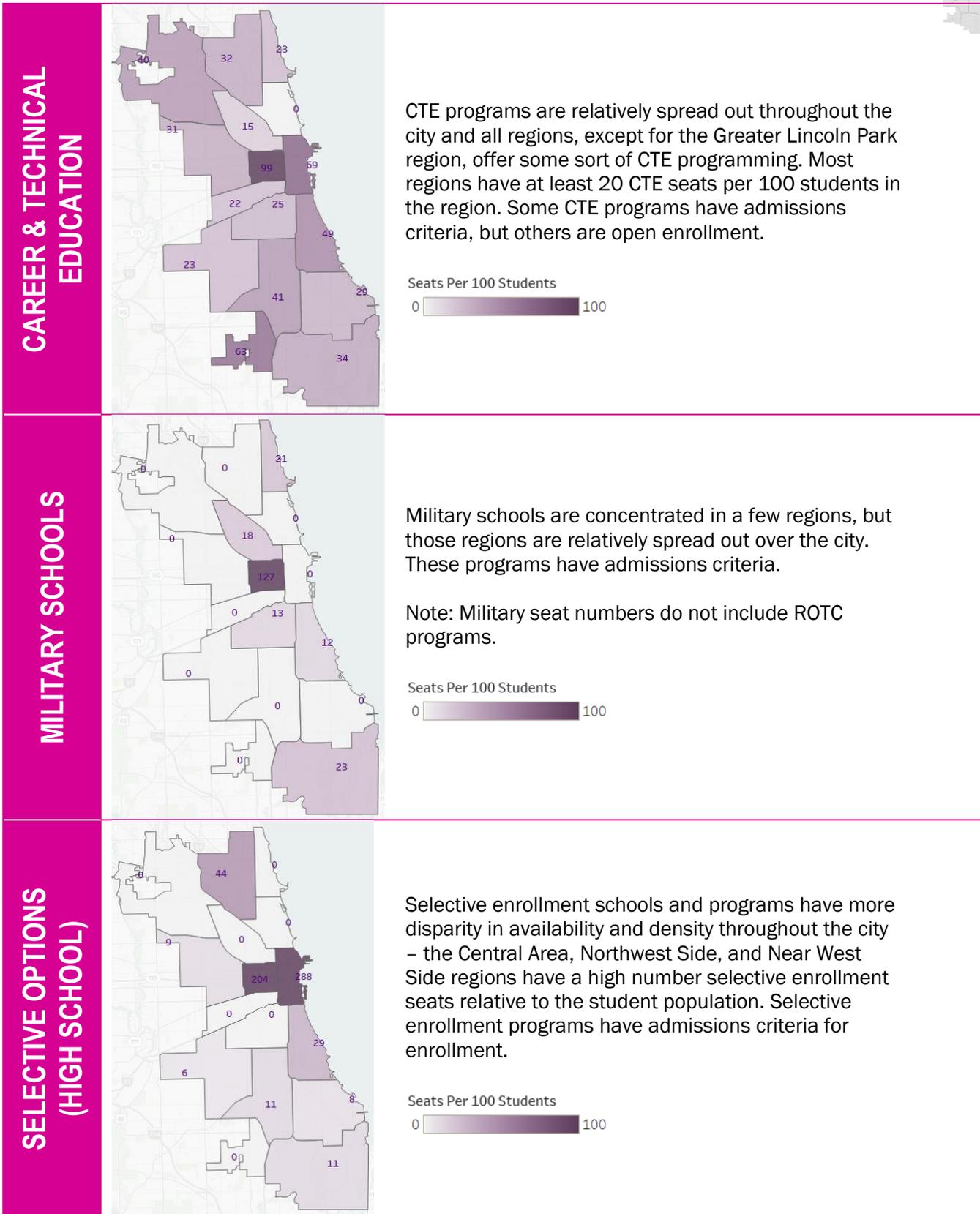
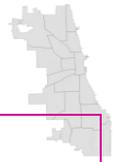
HIGH SCHOOL IB



Almost all regions offer an elementary IB program. The Near West Side and Far Southwest Side regions have the highest density of seats-per-students. Most regions offer high school IB programs, although there is a greater disparity in density. The Greater Lincoln Park region has 108 seats per 100 students. The West Side, Near West Side, Central Area, and South Side regions have no high school IB programs. Elementary IB programs have no admissions criteria, but high school programs do.



DISTRICT ANALYSIS





VARIETY

DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

Examining program options by region.

ELEMENTARY

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	Fine & Performing Arts	STEM	World Language	International Baccalaureate (IB)	Other
Bronzeville / South Lakefront	0	27	13	6	8
Central Area	46	23	0	26	0
Far Northwest Side	4	12	7	4	2
Far Southwest Side	29	0	0	25	11
Greater Calumet	18	13	11	2	0
Greater Lincoln Park	77	23	37	8	23
Greater Midway	14	2	11	3	0
Greater Milwaukee Avenue	24	0	84	13	3
Greater Stockyards	20	4	5	2	6
Greater Stony Island	25	8	15	7	5
Near West Side	31	102	22	31	29
North Lakefront	53	38	0	13	0
Northwest Side	8	5	16	1	3
Pilsen / Little Village	27	18	33	4	0
South Side	19	17	2	2	9
West Side	4	39	2	6	3

Programs listed do not have admissions criteria for enrollment.

HIGH SCHOOL

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	Selective Enrollment	Military	International Baccalaureate (IB)	CTE
Bronzeville / South Lakefront	29	12	53	49
Central Area	288	0	0	69
Far Northwest Side	0	0	19	40
Far Southwest Side	0	0	123	63
Greater Calumet	11	23	7	34
Greater Lincoln Park	0	0	113	0
Greater Midway	6	0	9	23
Greater Milwaukee Avenue	0	18	58	15
Greater Stockyards	0	13	30	25
Greater Stony Island	8	0	6	29
Near West Side	204	127	0	99
North Lakefront	0	21	53	23
Northwest Side	44	0	7	32
Pilsen / Little Village	0	0	12	22
South Side	11	0	0	41
West Side	9	0	0	31

Selective Enrollment, Military, IB and some CTE programs have admissions criteria for enrollment.



VARIETY

DO STUDENTS HAVE ACCESS TO THE VARIETY OF SCHOOLS AND PROGRAMS OFFERED?

Examining program options by region.

CAREER AND TECHNICAL EDUCATION (CTE)

PROGRAM DENSITY (SEATS PER 100 STUDENTS)

Region	CTE: Building/ Transportation	CTE: Business/Law	CTE: Culinary	CTE: Health	CTE: IT	CTE: Media/ Communication	CTE: Other
Bronzeville / South Lakefront	10	0	2	5	0	27	5
Central Area	20	20	10	0	0	0	20
Far Northwest Side	10	3	3	0	10	14	0
Far Southwest Side	0	0	0	0	8	0	55
Greater Calumet	0	12	7	2	5	7	0
Greater Lincoln Park	0	0	0	0	0	0	0
Greater Midway	5	5	1	0	4	5	3
Greater Milwaukee Avenue	0	2	4	2	6	2	0
Greater Stockyards	4	8	2	0	0	11	0
Greater Stony Island	14	3	2	3	0	2	5
Near West Side	37	25	0	37	0	0	0
North Lakefront	0	3	0	10	7	0	3
Northwest Side	1	2	2	2	21	2	1
Pilsen / Little Village	6	6	4	2	4	0	0
South Side	9	6	4	1	13	1	7
West Side	3	3	11	4	2	6	1



CTE: Building/Transportation includes Manufacturing and Engineering pathways.
 CTE: Other includes Agriculture & Horticulture, Personal Care Services, and Family & Consumer Services.
 Pre-Engineering, Pre-Law, and Health Sciences programs have admissions criteria.