

District Overview

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 consistent information regarding school quality, enrollment patterns, school choice, and program offering by region. The goal is to ensure that **every student in Chicago has access to quality public schools and a variety of schools and programs.**

Quality

HOW MANY LEVEL 1+/1 SEATS ARE THERE?

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Quantity

HOW MANY SEATS ARE THERE FOR THE STUDENT POPULATION?

Page 26

Choice

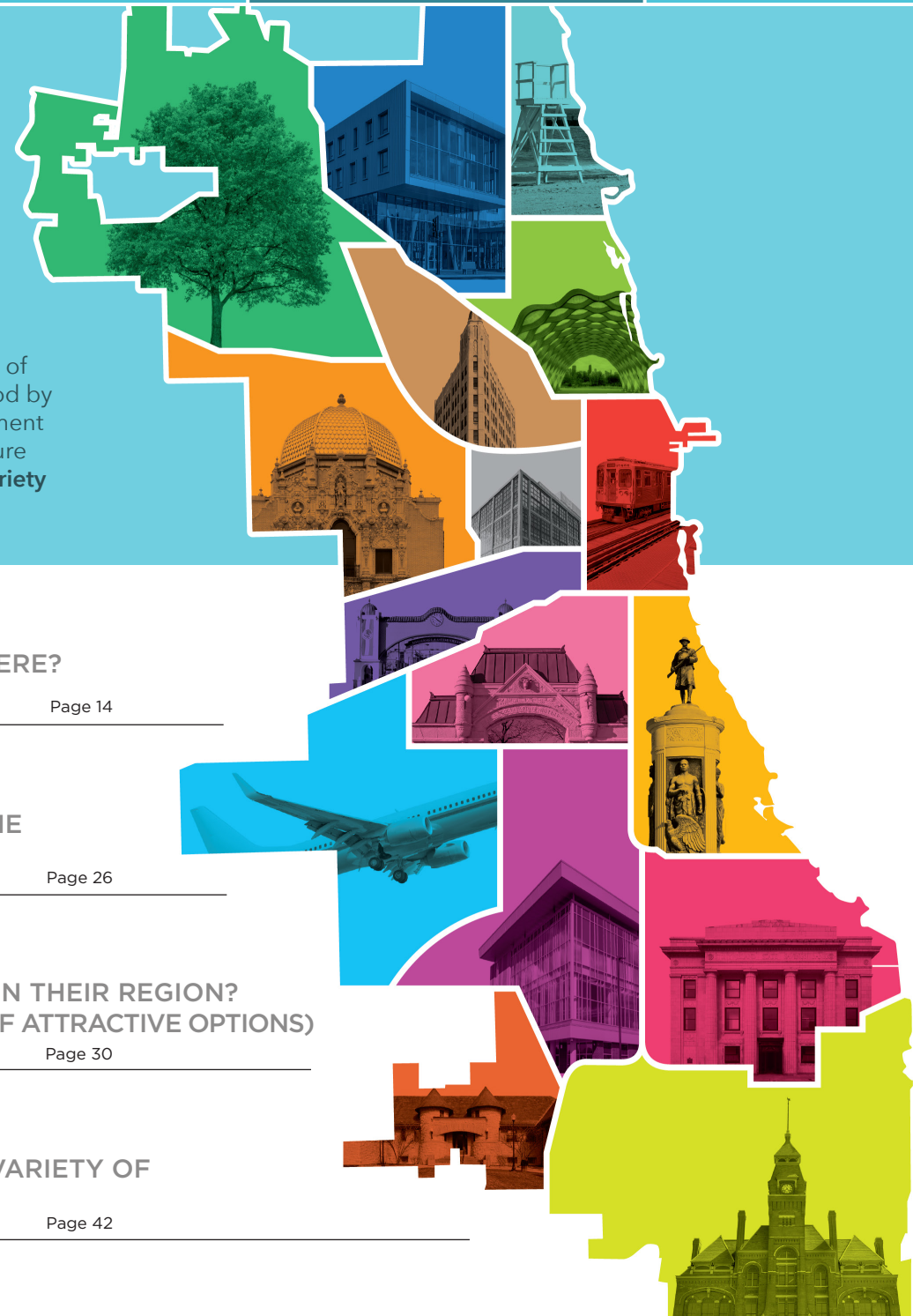
ARE STUDENTS CHOOSING SCHOOLS IN THEIR REGION?
(AN INDICATION OF THE AVAILABILITY OF ATTRACTIVE OPTIONS)

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Variety

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

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CEO's Corner

Janice K. Jackson, EdD



Dear CPS Families,

Chicago Public Schools is pleased to present the 2019-20 Annual Regional Analysis (ARA). This marks the third year we have released this report to provide families with a clear set of information about schools in your community.

Aligned with CPS's Five-Year Vision, released in March 2019, the ARA is a comprehensive set of data that provides transparency into school quality, quantity, choice, and program variety across the district. The ARA ensures CPS leadership, educators, students, and families are working from the same set of information and helps us make informed, equitable decisions that meet the unique needs of every child.

We released the ARA for the second time in 2019 and engaged parents, educators, and community members from across the city. District leaders worked with CPS families to review the data for their respective communities and gather their feedback. Based on the extensive feedback we received last year from parents, educators, and community members, we have further refined this year's ARA to include information on the district's Community Schools partnerships, and the report will now be available on www.cps.edu/ara in a more interactive, accessible, and searchable format that can be translated into multiple languages.

Families and school leaders are also using ARA data to advocate for academic programs they would like to see added to their schools. In this year's second annual

Academic Program RFP process, 54 schools were invited to submit full proposals for a change in academic focus at their school. Decisions will be made soon about which schools will receive programmatic investments in advance of the 2020-2021 school year.

CPS is also excited to welcome our new Chief Portfolio Officer, Bing Howell, whose team is committed to engaging in a community-based, data-driven, and fully transparent school improvement process. The ARA will continue to be a vital tool to support these efforts.

The release of the ARA is one of the many ways we will continue to pursue educational equity throughout the district. Please review the 2019-20 ARA and consider using this data as a springboard for conversations with your school community about how CPS can better serve you.

Sincerely,

A handwritten signature in black ink that reads "Janice K. Jackson". The signature is fluid and cursive, with a large, sweeping "J" and "K".

Janice K. Jackson, EdD
Chief Executive Officer
Chicago Public Schools

Career & Technical Education

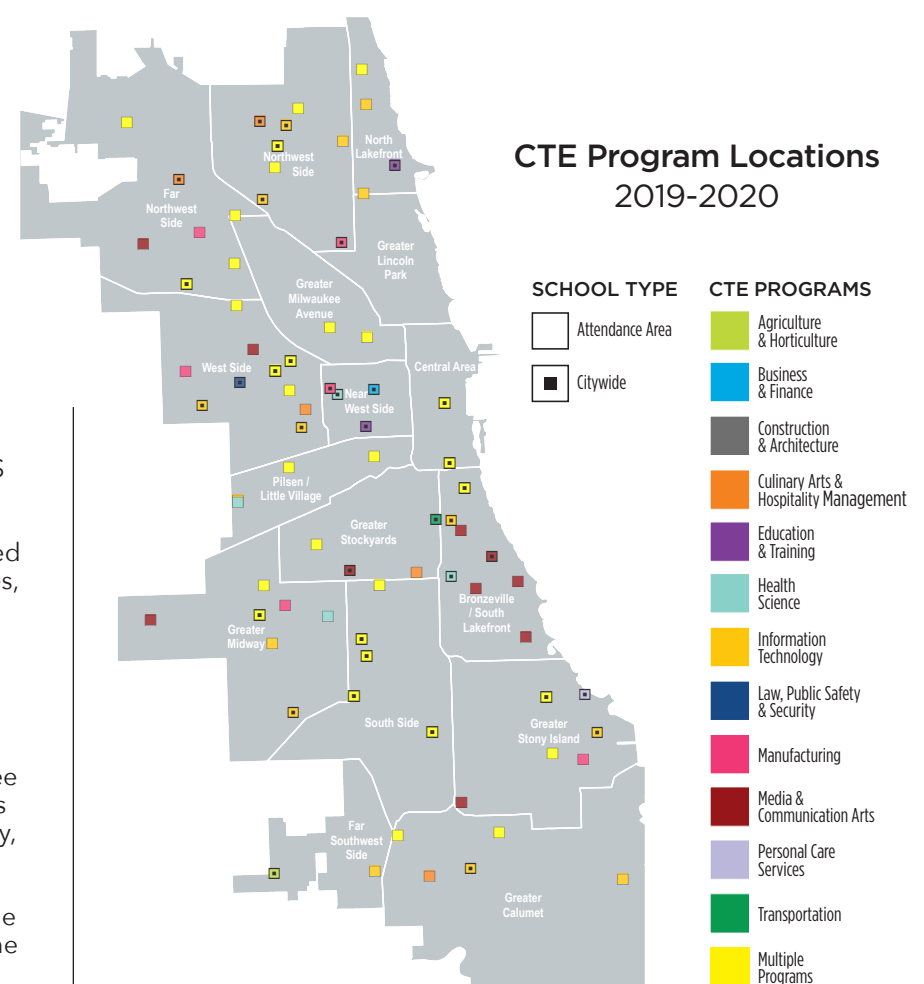
Chicago Public Schools (CPS) is committed to providing a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life. Career and Technical Education (CTE) programs at CPS provide rigorous technical training in high-wage, high-skill, in-demand industries that prepare high school students for post-secondary success. CTE students learn through real-world experiences and have the opportunity to earn industry-recognized certifications and early college credit. Through enhanced career exploration activities, paid work-based internships, and specific employability skill training, CTE provides the tools necessary for career success.

During the 2019-20 school year, over 15,000 students enrolled in CTE courses, spanning 35 unique career pathways at 78 high schools. In an effort to provide additional access to high-quality CTE programming that will ensure CPS students' success in college, career and civic life, CPS created an additional 1,000 seats in three citywide CTE programs open to students from every high school: the Chicago Builds construction training program, the Chicago Police and Firefighting Training Academy, and Cooperative Education work-study.

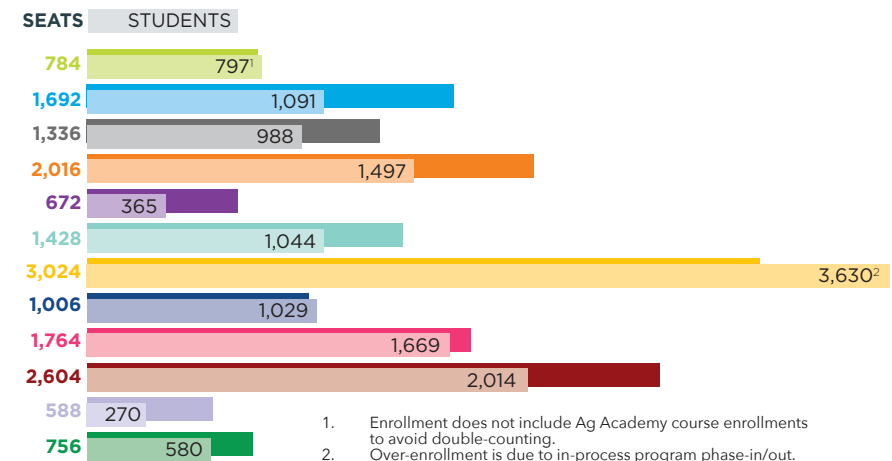
CTE's goal is to support increased student access to existing programs, which include internships and apprenticeships across the city to explore, experience, and obtain the career of their dreams.

- This year, CPS launched nine new CTE programs; seven were at schools that did not previously have CTE programming.
- Mayor Lightfoot and Dr. Jackson are setting new goals to increase the quality of career and technical education programs. By 2023, CTE's goal is that all students will receive some form of career exposure before graduation and half of all eligible students will be matched with an internship or apprenticeship through one of our employer partnerships.
- In the next five years, Career Launch Chicago—a collaboration between CPS, City Colleges of Chicago, and corporate partners—will provide 1,000 students with apprenticeships in the fields of information technology, manufacturing, and healthcare.

CTE programs are funded through the federal Carl D. Perkins and state Career and Technical Education Improvement (CTEI) grants. Schools interested in opening a CTE program can apply for consideration through the Office of College and Career Success (OCCS). Applications are considered and prioritized based on a variety of metrics, including labor market need, post-secondary alignment, student interest, fit with school vision, and equity.



CTE Seats vs. Enrollment by Industry 2019-2020



INTRODUCTION

The Annual Regional Analysis is a set of facts to inform community dialogue and district planning to address a central guiding question, What do families and communities need in terms of school options?

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

The report includes information on all CPS schools, including traditional neighborhood, selective enrollment, magnet, charter, special education specialty, and Options (alternative) schools.

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 serves as input to inform community dialogue and district planning.

The ARA is organized in 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 based on research on housing and jobs. 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. With the goal of utilizing a consistent structure year to year, these regions are more stable than city wards and school networks.

Source: <http://cn2015.net/>

ICON KEY



SCHOOLS



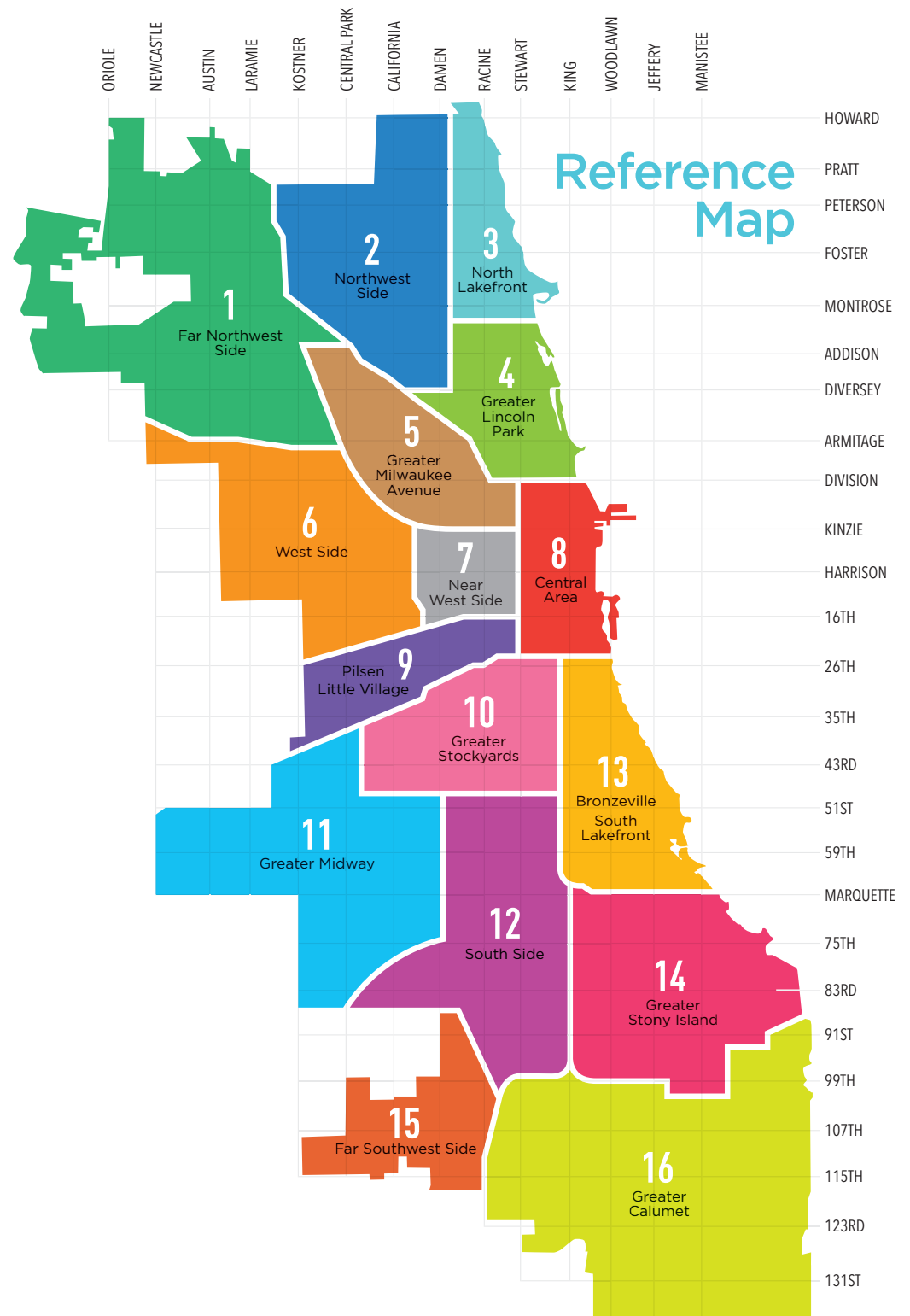
PROGRAMS



SEATS



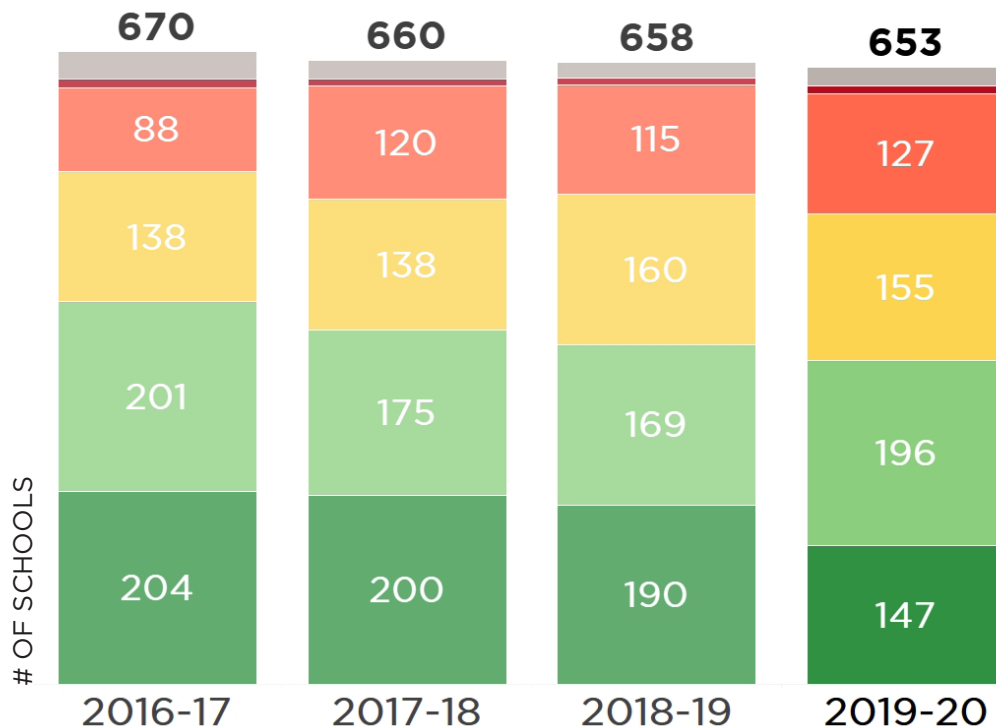
STUDENTS





Quality

School Quality Over Time



KEY FINDINGS

343 schools are Level 1+/1

In the 2019-20 school year, there are 653 CPS schools, 343 of which are Level 1+ or Level 1 (exceeding expectations). 155 schools are Level 2+ (meet expectations). 135 schools are Level 2 or Level 3 (does not meet expectations).

6 out of 10 students

attend a Level 1+/1 school

65% of elementary students attend a Level 1+/1 school, 53% of high school students attend a Level 1+/1 school, and 44% of Options high school students attend a Level 1+/1 school.

41%

of African American students attend Level 1+/1 schools

66% of Latinx and 91% of White students attend Level 1+/1 schools.

3 regions

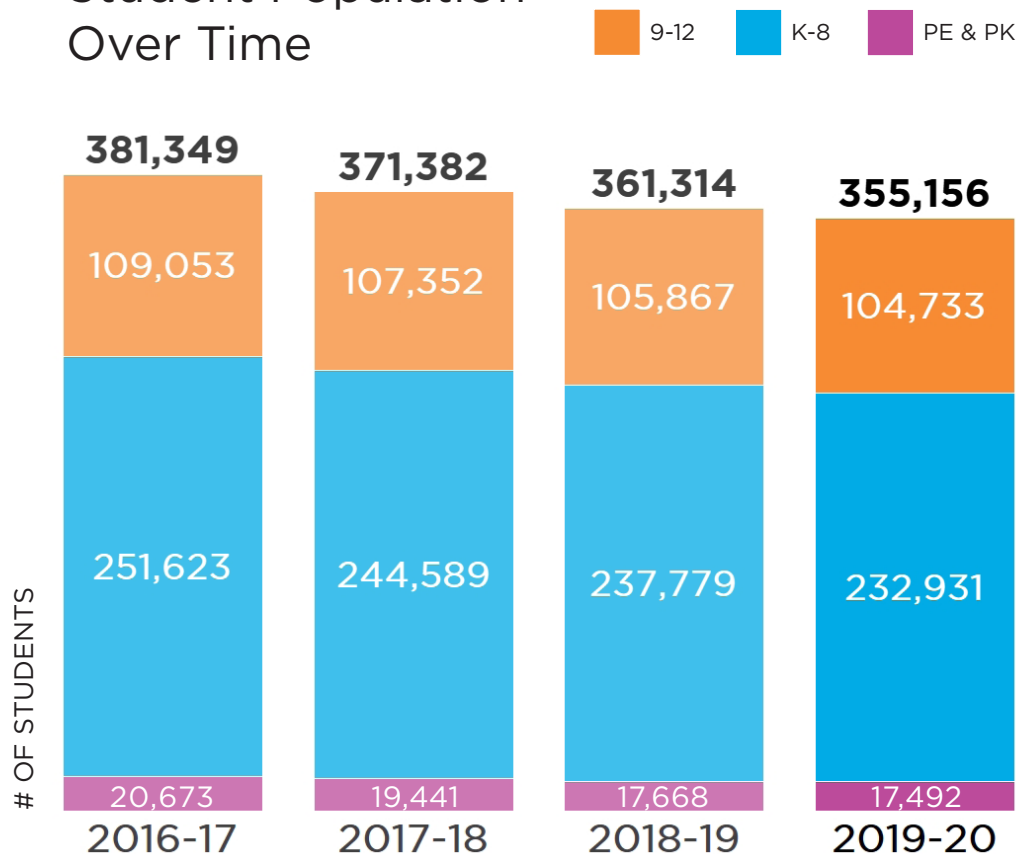
have the highest number of Level 1+/1 seats

The Far Northwest Side, Northwest Side, and Greater Midway regions have the highest number of Level 1+/1 seats (more than 24,000 each).



Quantity

Student Population Over Time



KEY FINDINGS

355,000+
students in the district

In the 2019-20 school year, there are 355,156 students enrolled in CPS. Since the 2010-11 school year, CPS enrollment has decreased by 11.8% and is forecasted to decline by an additional 3.6% over the next three years.

147,000+
unfilled seats

The district has space to serve 480,171 students and at current enrollment, there are 147,727 unfilled seats, including 50,131 unfilled Level 1+/1 seats.

17,000+
Pre-Kindergarten students

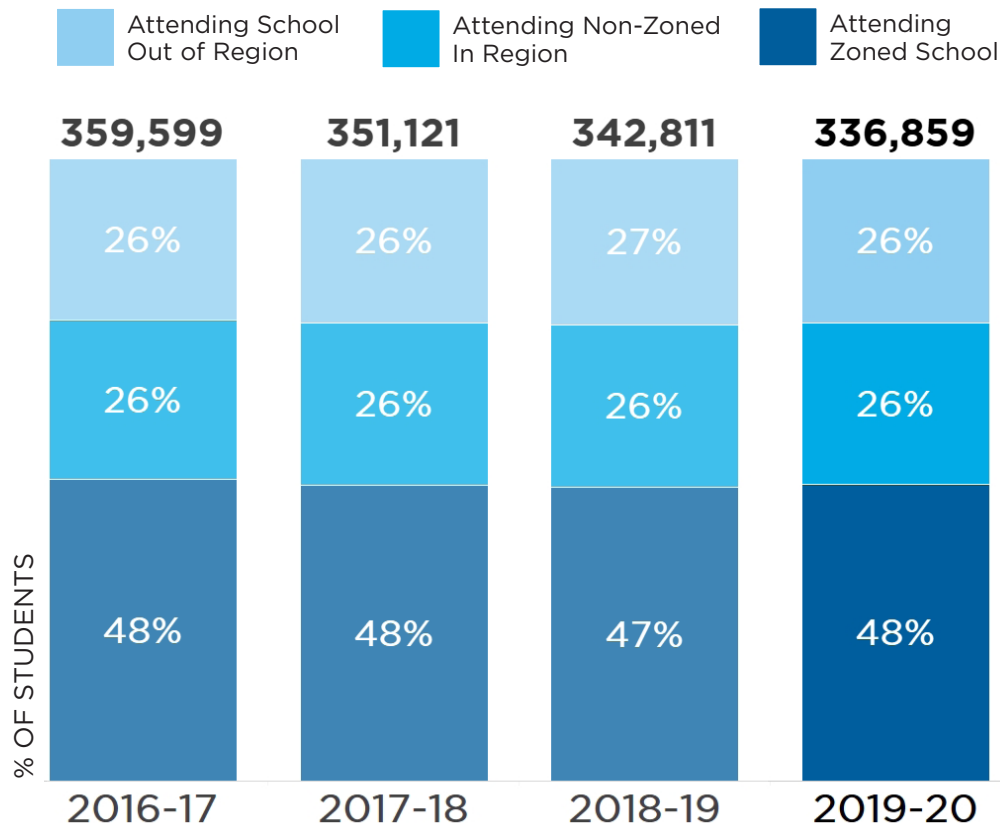
In the 2019-20 school year (as of October), there are 17,492 pre-kindergarten students enrolled in CPS, of which 11,545 are 4-year-olds in full-day programs. CPS is expanding access to free full-day pre-kindergarten for 4-year-olds.

Enrollment data are from the annual 20th day count.



Choice

School Choice Over Time



KEY FINDINGS

52%

of students choose to attend a school other than their zoned school

School choice (which is currently defined as choosing to attend a school that is not a student's zoned school) has stayed constant over the last few years. In the 2019-20 school year, 52% of students chose to attend schools other than the ones they are zoned to and 48% of students attend their zoned schools.

2 regions

have the highest percentages of students attending school out of region

In the Greater Stony Island and Near West Side regions, 39% and 38% of students respectively attend school outside of the regions. The Greater Midway and Northwest Side regions have the lowest percentages of students attending school out of region, 18% and 20% respectively.

1.4 miles and 15 minutes

is the average commute distance and time for elementary students

Distance traveled to elementary school and commute time are highest in the Greater Stony Island region and lowest in the Pilsen/Little Village region.

3.3 miles and 28 minutes

is the average commute distance and time for high school students

Distance traveled to high school and commute time are highest in the Far Southwest Side, Greater Calumet and Greater Stony Island regions and lowest in the Pilsen/Little Village and Greater Lincoln Park regions.

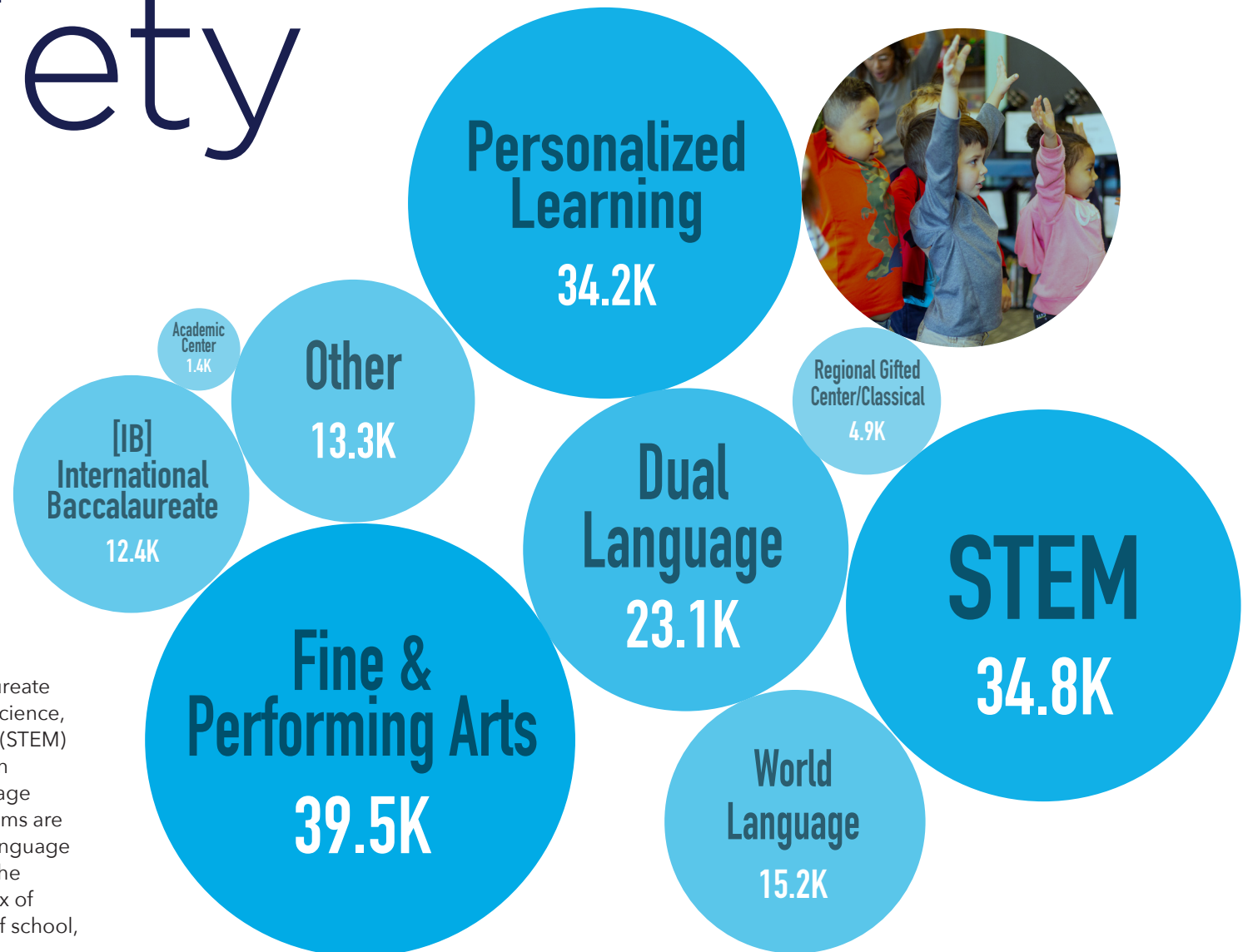
Zoned schools have attendance boundaries. Every street address in the City of Chicago is assigned one attendance area (or neighborhood) elementary school and one neighborhood high school. Students can attend their designated neighborhood school without having to submit an application. Pre-kindergarteners are not zoned to a school. For more information about schools, visit <http://go.cps.edu>.

Variety

Elementary Schools

OF ELEMENTARY SCHOOL SEATS

Elementary International Baccalaureate (IB), Fine & Performing Arts, and Science, Technology, Engineering, & Math (STEM) programs are currently available in nearly every region. World Language and Personalized Learning programs are available in most regions. Dual Language programs are available in half of the regions. Each region has some mix of programs and may be reflective of school, community, and student interest.



For more information about programs, visit <http://go.cps.edu>.

Variety

High Schools

OF HIGH SCHOOL SEATS

**[IB]
International
Baccalaureate**
24.2K

STEM
9.6K



**Military
/ JROTC**
10.0K

**[CTE]
Career &
Technical Education**
17.7K

**Fine &
Performing Arts**
4.0K

**Selective
Enrollment**
14.3K

**Personalized
Learning**
9.9K

Other
2.5K

High school International Baccalaureate (IB) and Military/JROTC programs are currently available in nearly every region. Selective Enrollment, Personalized Learning, Fine & Performing Arts, and Early College STEM programs are available in half of the regions.

District Map

ATTENDANCE AREA AND CITYWIDE SCHOOLS

Some schools have attendance boundaries and others are citywide. Zoned schools have attendance boundaries. Every street address is assigned to one attendance area (or neighborhood) elementary school and one neighborhood high school. Citywide schools do not have attendance boundaries and admit students through a lottery.

SQRP RATING LEVELS

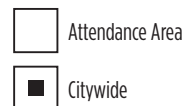
The School Quality Rating Policy (SQRP) is CPS's policy for measuring annual school performance. Level 1+ is the highest level and Level 3 is the lowest level. The SQRP is a five-tiered performance rating based on a broad range of indicators of success, including, but not limited to, student test score performance, student academic growth, closing of opportunity gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. The metrics for elementary, traditional high schools, and Options high schools are different but the rating levels (Level 1+, 1, 2+, 2, and 3) are consistent across school types.

SCHOOL TYPE

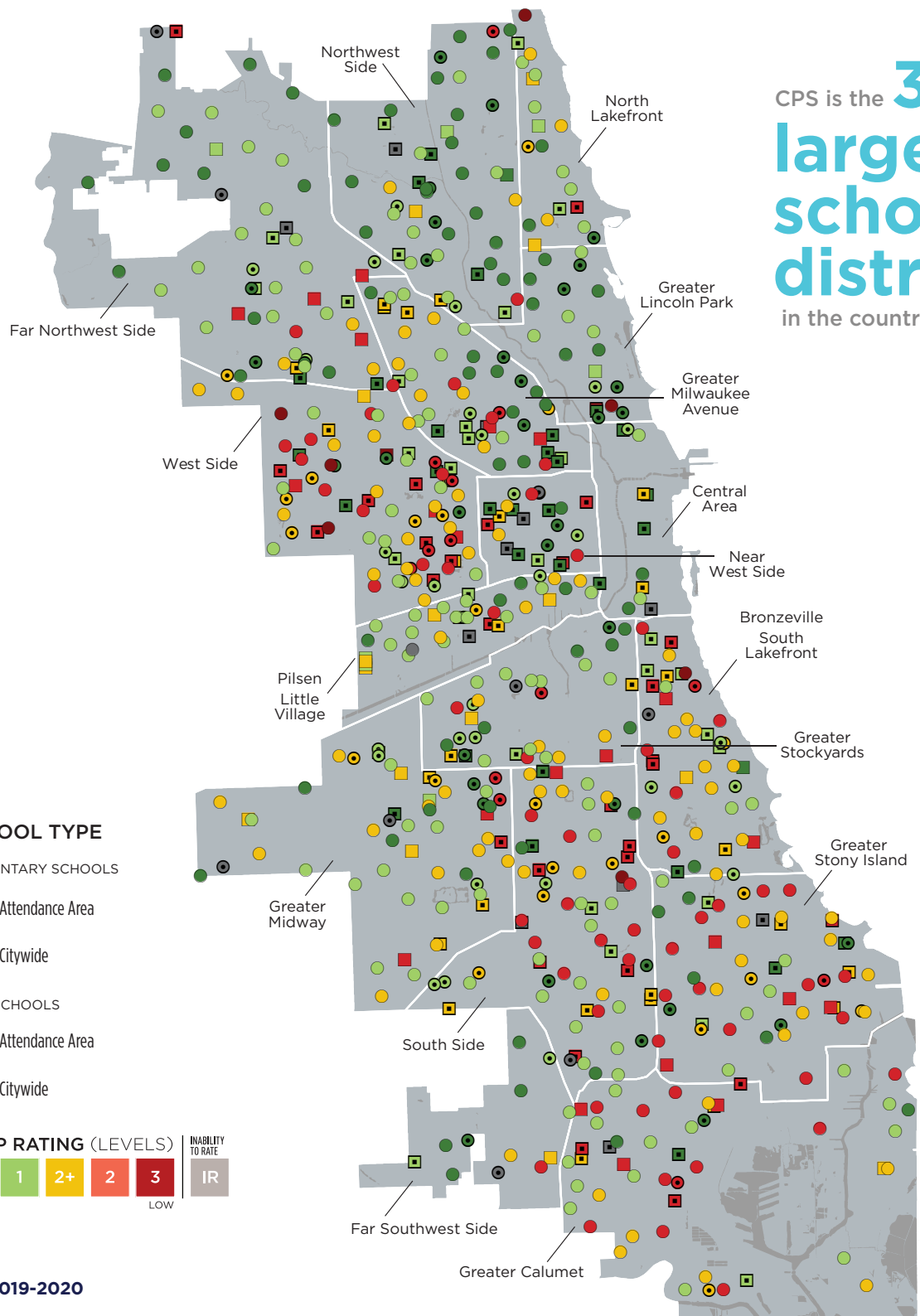
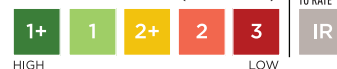
ELEMENTARY SCHOOLS



HIGH SCHOOLS



SQRP RATING (LEVELS)



CPS is the **3rd largest school district** in the country

OVERVIEW

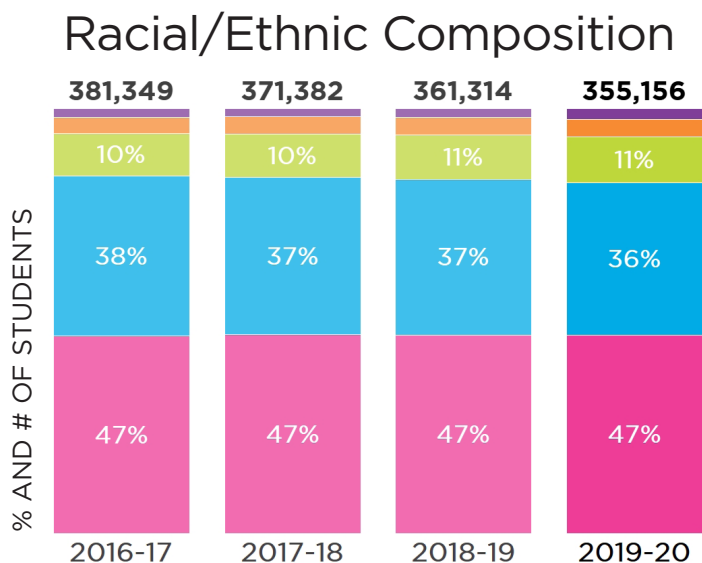


City Demographic Composition

The racial/ethnic and socioeconomic composition of CPS has changed slightly since the 2016-17 school year.

RACIAL/ETHNIC COMPOSITION

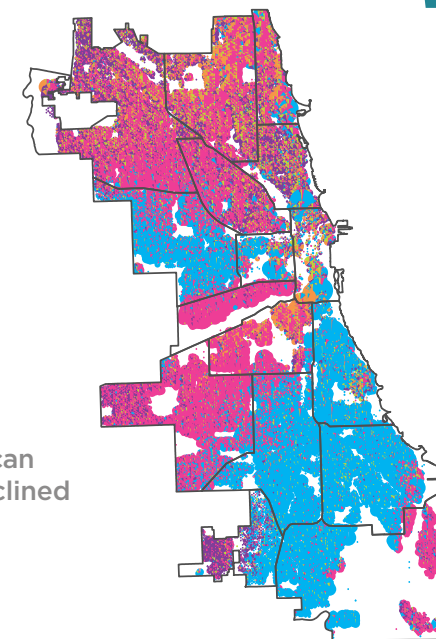
The district has seen a decline in African American enrollment. Over the past four years, the percentage of African American students has dropped from 38% to 36%. The percentage of White students has increased from 10% to 11% of the district population.



Race/
Ethnicity²



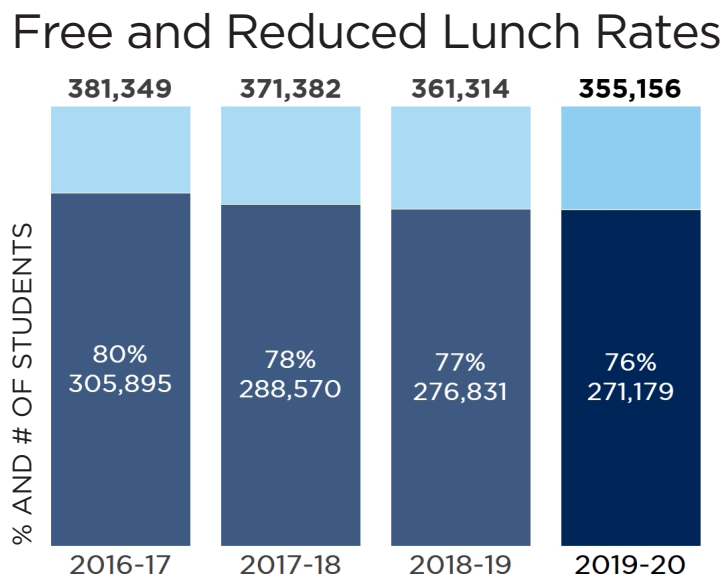
African American enrollment declined by more than **16,000** since 2016



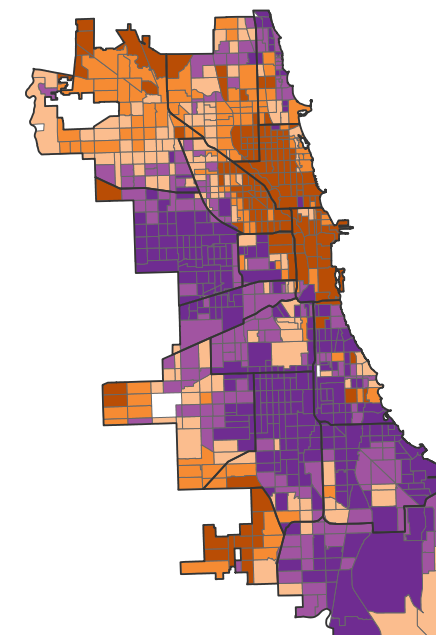
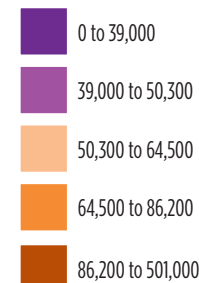
FREE AND REDUCED LUNCH RATES

The share of students who qualify for free and reduced lunch (FRL) has decreased from 80% in 2016-17 to 76% in 2019-20.¹

The share of students who qualify decreased **4 percentage points**



Median 2019 Household Income



- 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, may be leading to the decline in the number of reported FRL students.
 - The dots on this map are pie charts showing the mix of students residing in an area. It does not show information about individual students. The white spaces in the map are areas where no students live.
- NOTE: As a district, CPS has begun using the more inclusive term Latinx to respectfully recognize the diverse heritage and gender identities of our students and families.



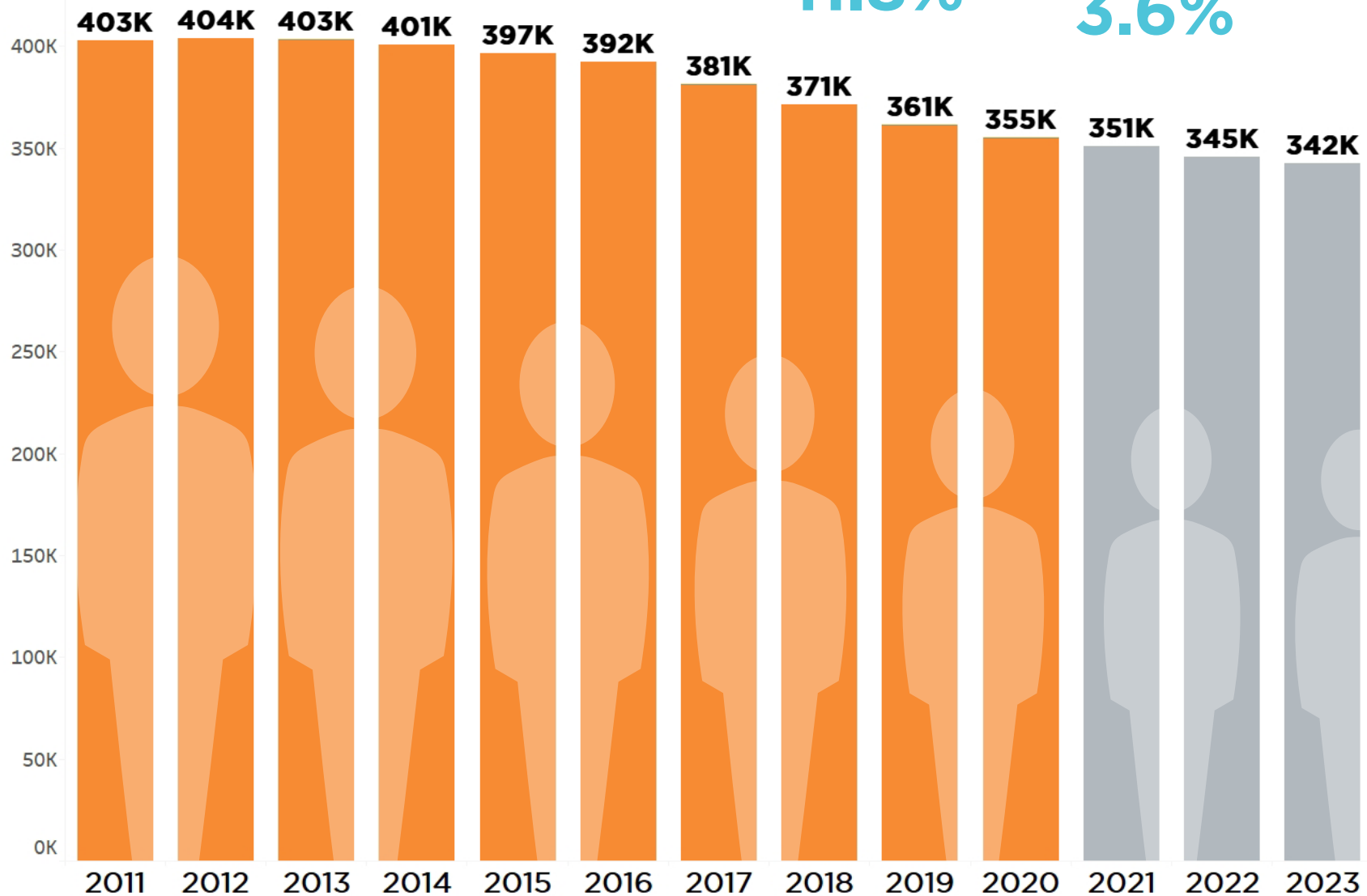
Historical Enrollment

Since 2010-2011,
CPS total
enrollment has
decreased

11.8%

Over the next
3 years, the
forecast shows
an additional
decrease of

3.6%



District enrollment numbers include all students in grades pre-kindergarten through 12th grade on the 20th day of each school year. The projections and forecast estimates are determined by CPS Department of Planning and Data Management analysis based on historical enrollment trends at each school. Other cities have seen similar enrollment trends.

NOTE: Future enrollment projections are preliminary.

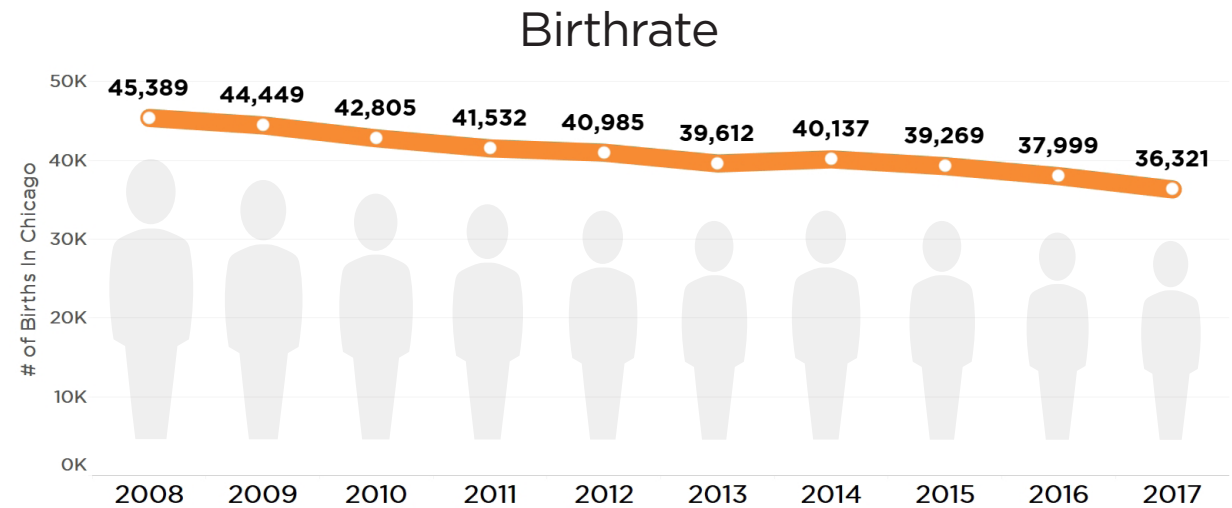


Factors Impacting Enrollment

Broader citywide population trends indicate continued declining enrollment.

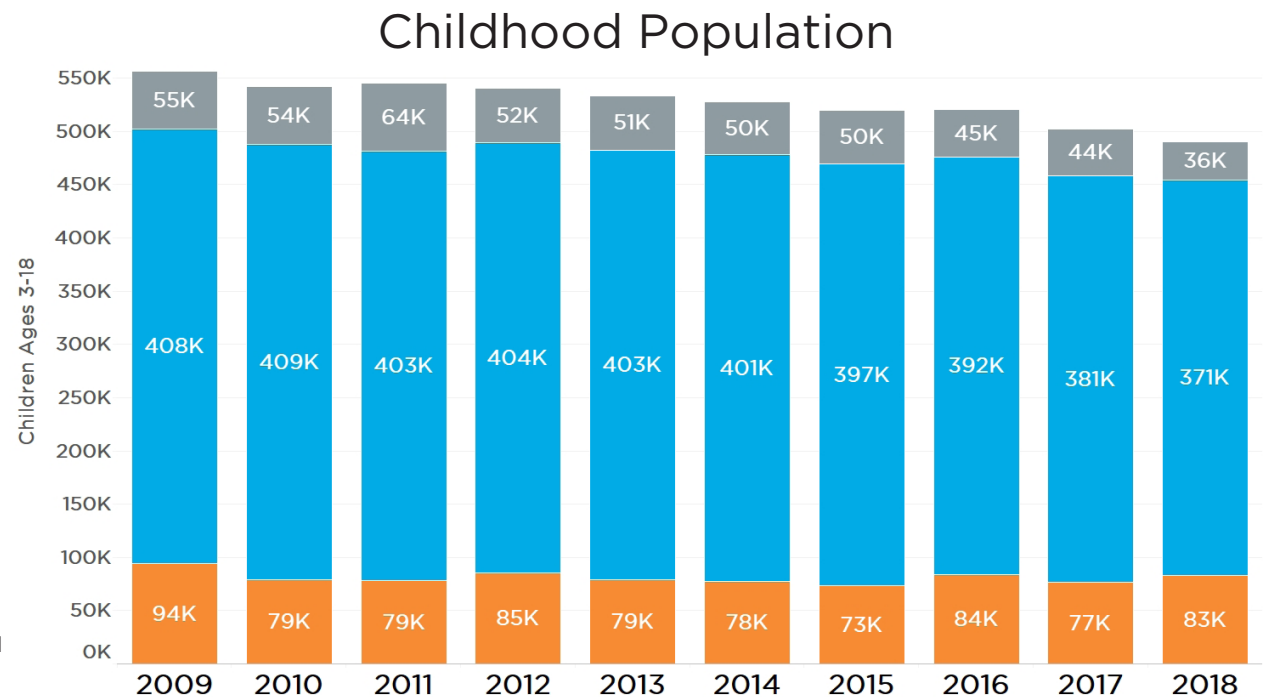
1. DECLINING BIRTHRATE

There has been a declining number of births per year, leading to a population decline in the city. Note that the number of births affects CPS enrollment approximately five years later, when children enter kindergarten.¹



2. DECLINING CHILDHOOD POPULATION

The population of children ages 3 to 18 in Chicago is decreasing overall. The pattern is consistent across children enrolled in public or private/parochial schools or who are not enrolled in school. "Not enrolled" includes 3- and 4-year-olds who are not in pre-school, 18-year-olds who have graduated from high school but are not enrolled in college, and children who are truant or have dropped out. This chart combines CPS enrollment data and U.S. Census Bureau data for the 2009 to 2018 school years.²



1. Illinois Department of Public Health

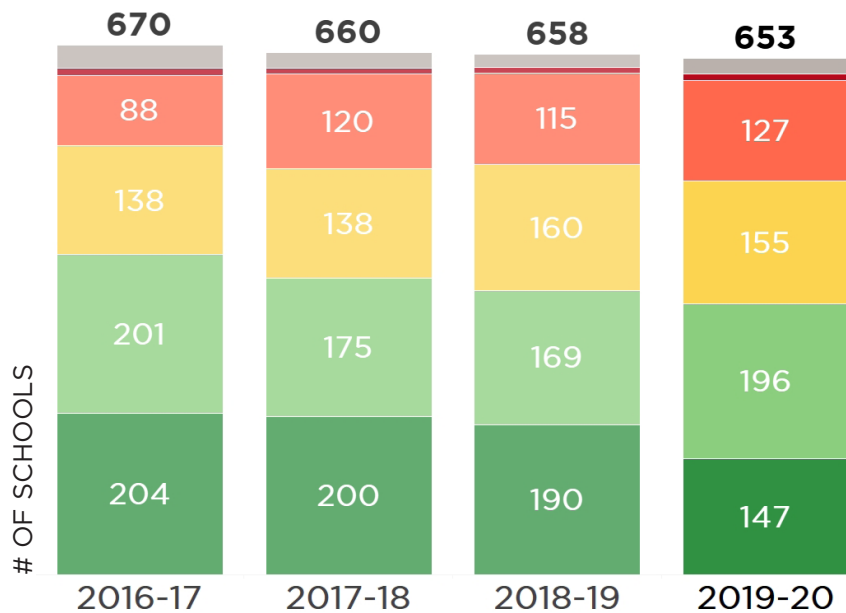
2. 1-year American Community Survey census data, <https://www.census.gov/programs-surveys/acs/data/pums.html>



How Many Level 1+/1 Seats are There?

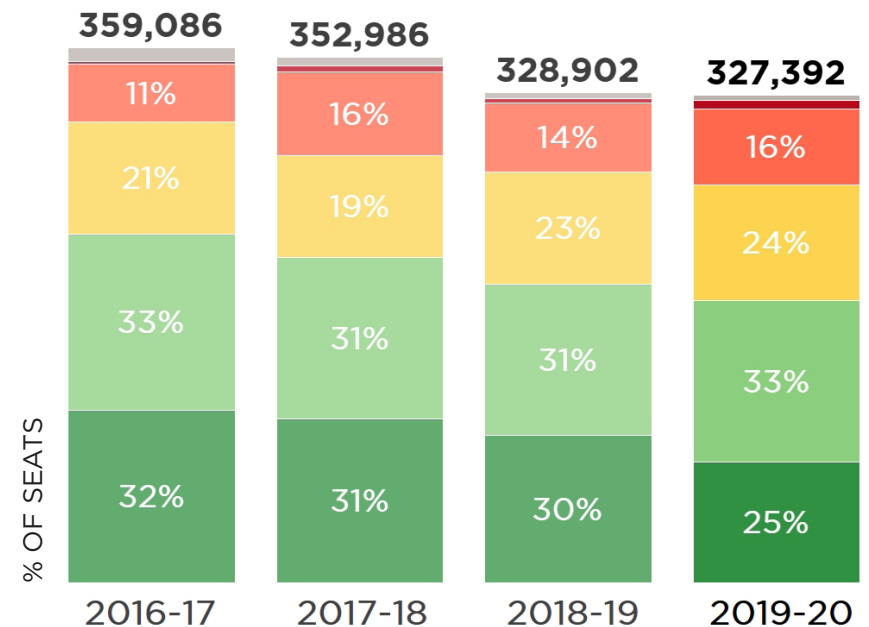


All CPS Schools



Over the past four years, the number of Level 1+/1 schools has decreased from 405 to 343, a decrease of 62 schools. During the same period, the number of Level 2+ schools has increased from 138 to 155 and the number of Level 2 and Level 3 schools has increased from 97 to 135.

Elementary Seats



The decline in number of seats overall from 2017-18 to 2018-19 was driven primarily by the change in how building capacity is determined (see note below). Over the past four years, there has been a decrease in the percentage of Level 1+/1 seats in elementary schools, from 65% to 58%.

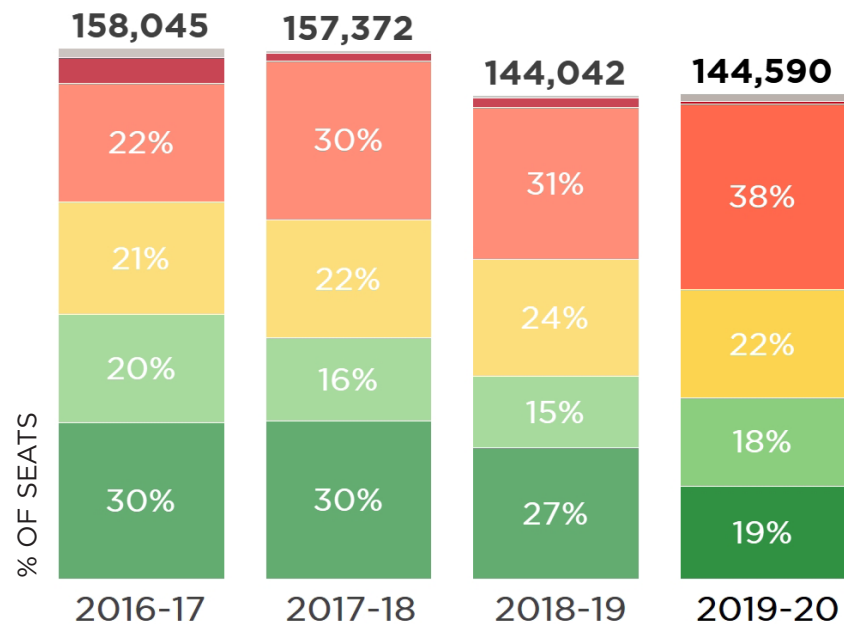
NOTE: In 2018-19, an update to the CPS space utilization standards resulted in a reduction in the number of classrooms used in the calculation of ideal capacity of a school building. Special education cluster program classrooms, Pre-K classrooms, and small classrooms are no longer included in the number of seats.



How Many Level 1+/1 Seats are There?

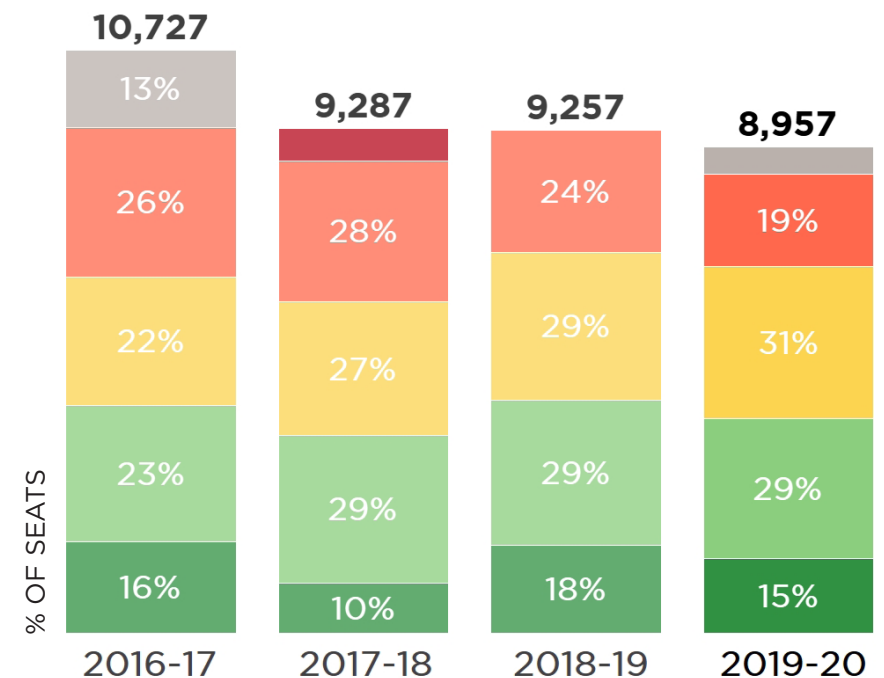


High School Seats



The decline in number of seats overall from 2017-18 to 2018-19 was driven primarily by the change in how building capacity is determined (see note below). Over the past four years, there has been a decrease in the percentage of Level 1+/1 seats in high schools, from 50% to 37%.

Options High School Seats



Over the past four years, there has been an increase in the percentage of Level 1+/1 seats in Options high schools, from 39% to 44%.

NOTE: In 2018-19, an update to the CPS space utilization standards resulted in a reduction in the number of classrooms used in the calculation of ideal capacity of a school building. Special education cluster program classrooms, Pre-K classrooms, and small classrooms are no longer included in the number of seats.



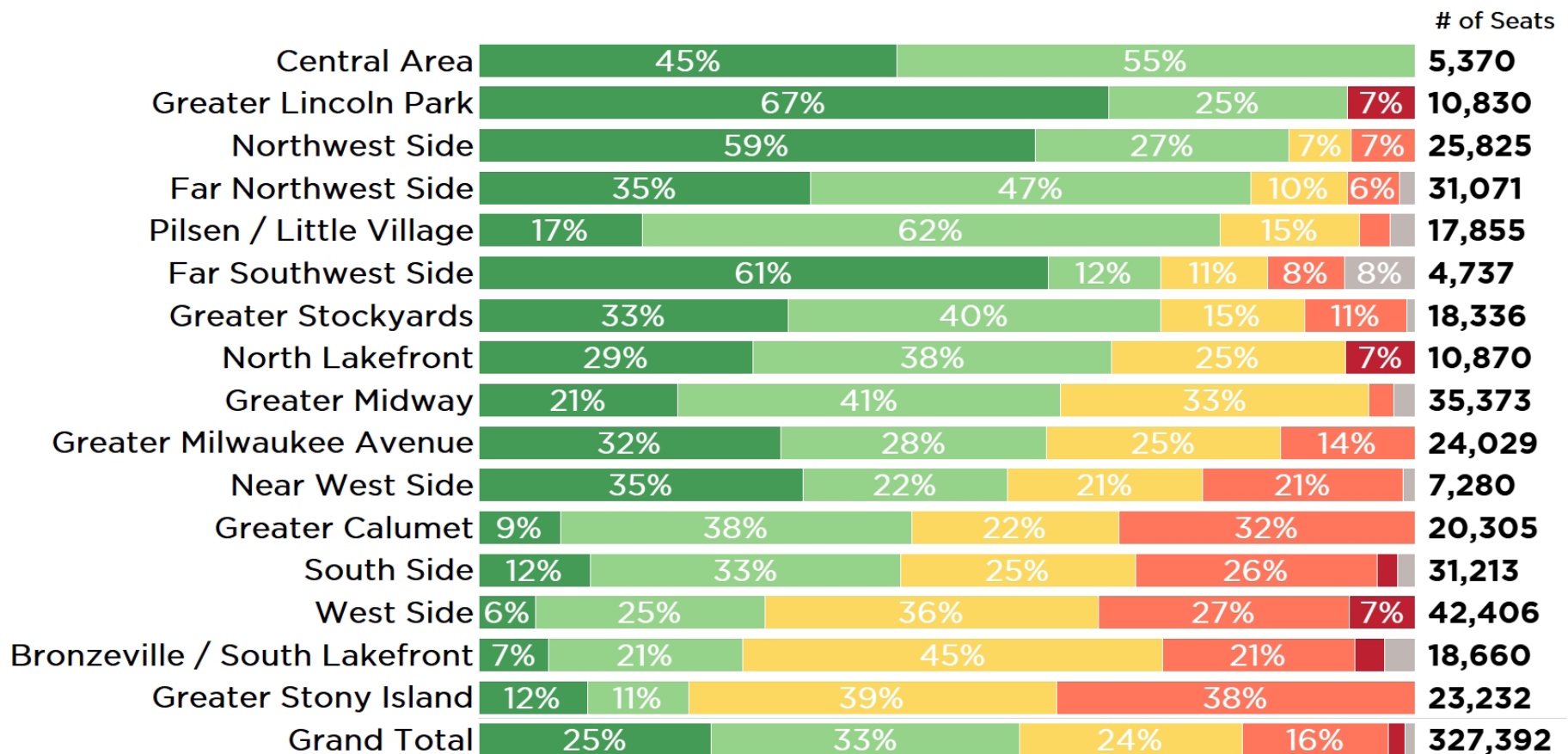
How Many Level 1+/1 Seats are There?

In 11 Regions,
the majority of elementary
seats are Level 1+/1

The Central Area region has the highest percentage of Level 1+/1 elementary seats (100%); the Greater Stony Island region has the lowest (23%).



Elementary Seats





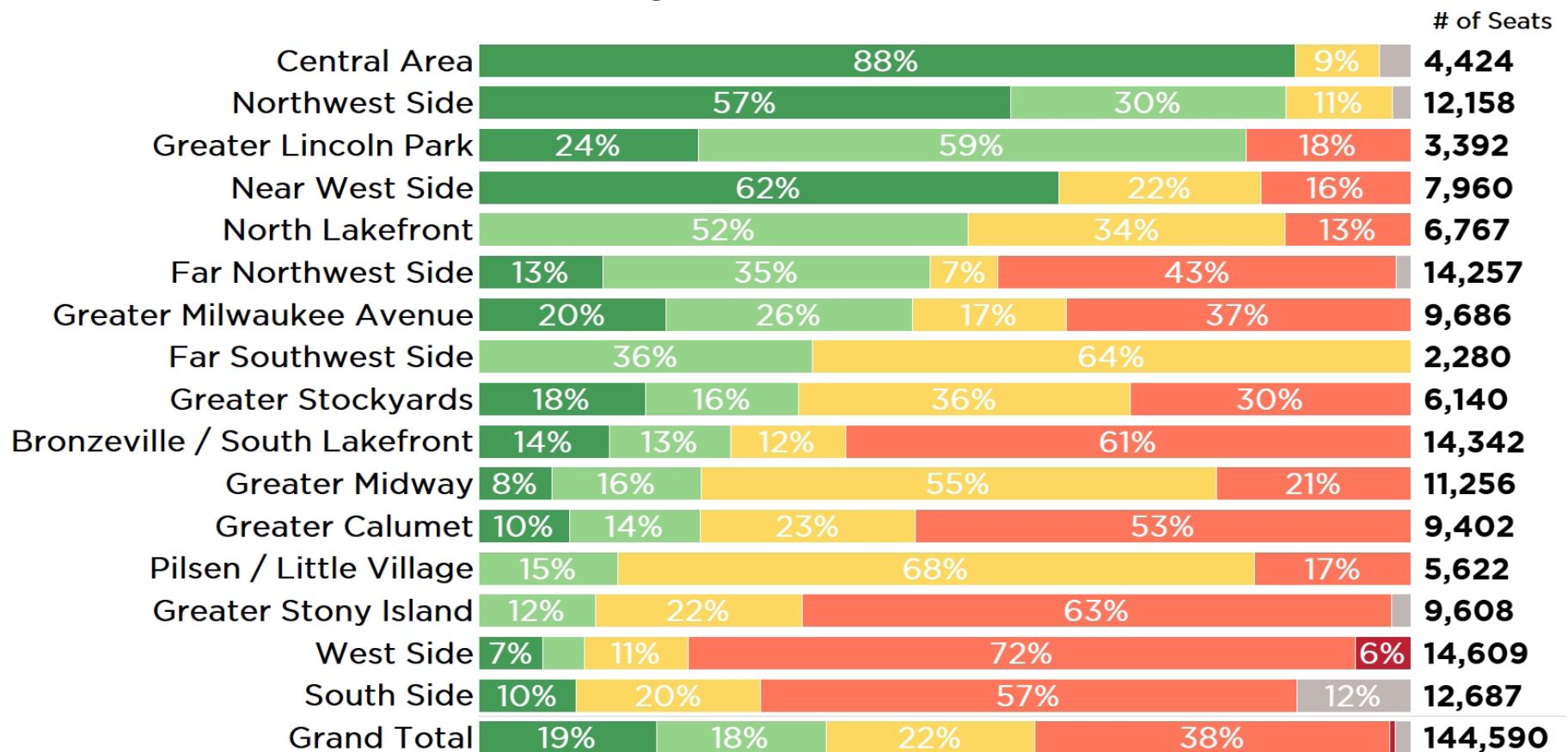
How Many Level 1+/1 Seats are There?

In 5 Regions,
the majority of high school
seats are Level 1+/1

The Central Area region has the highest percentage of Level 1+/1
high school seats (88%); the South Side region has the lowest (10%).



High School Seats





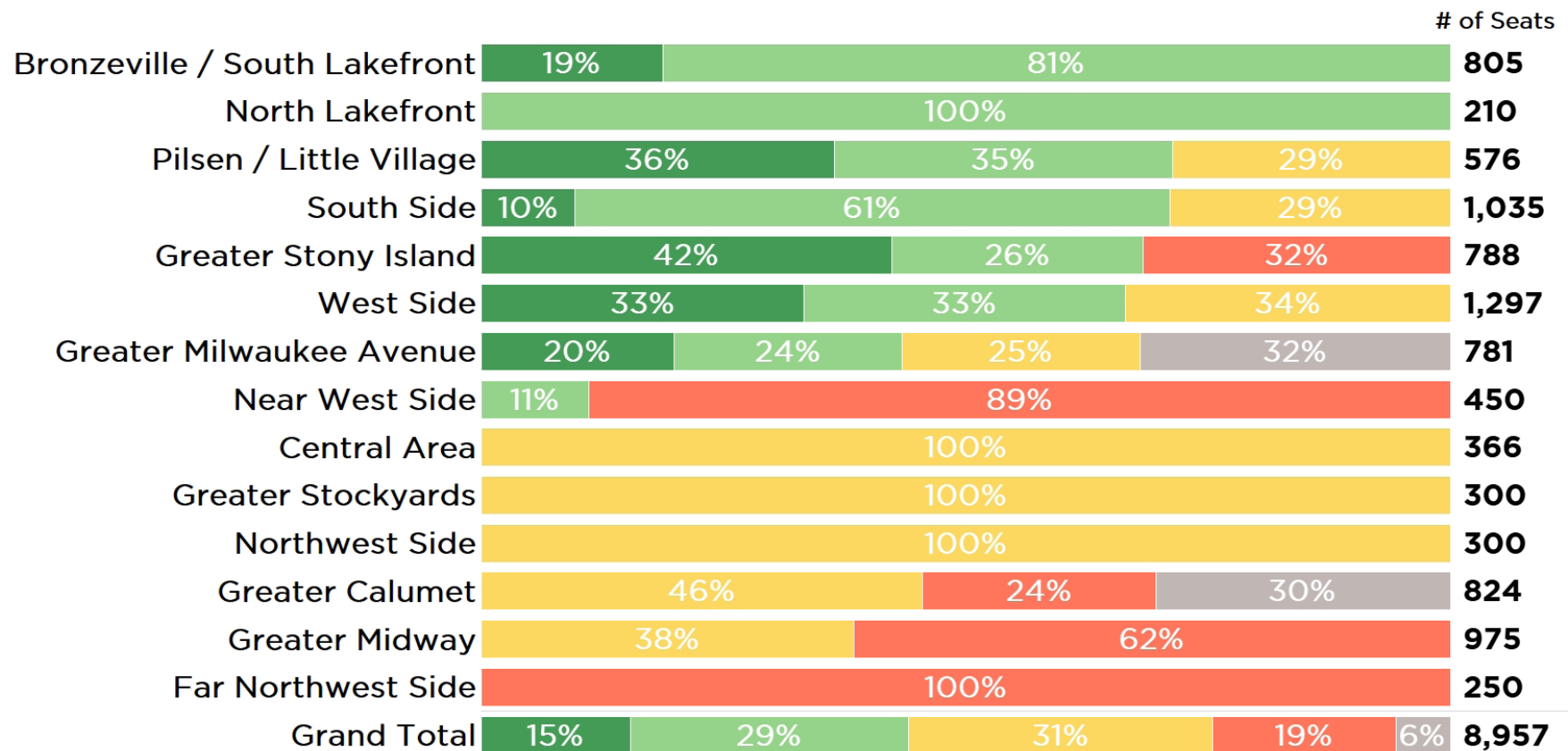
How Many Level 1+/1 Seats are There?

In 6 Regions,
the majority of Options high school seats are Level 1+/1

The Bronzeville/South Lakefront region has the highest percentage of Level 1+/1 Options high school seats (100%); six regions have no Level 1+/1 Options high school seats.



Options High School Seats



NOTE: The SQRP metrics for Options high schools are different from traditional high schools. For more information on how SQRP measures school quality for Options schools, visit www.cps.edu/sqrp.
Two regions - Far Southwest Side and Greater Lincoln Park - do not have any Options high schools.



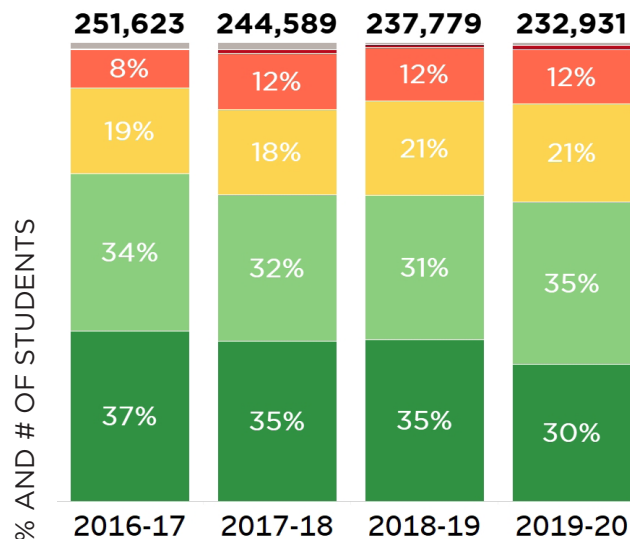
How Many Students are Enrolled in Level 1+/1 Schools?



Over the past four years, there has been a **decrease in enrollment in**

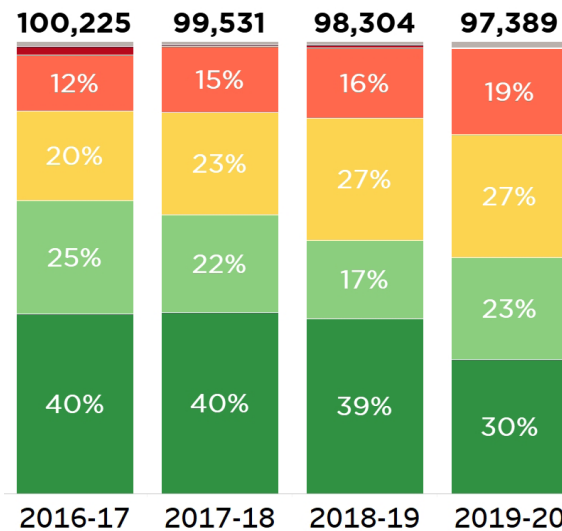
Level 1+/1 schools

Elementary



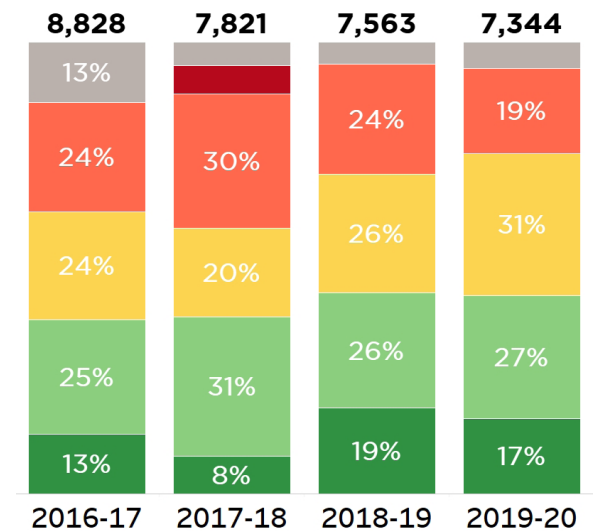
Over the past four years, there has been a decrease in enrollment in Level 1+/1 schools for elementary school students, from 71% to 65%.

High School



Over the past four years, there has been a decrease in enrollment in Level 1+/1 schools for high school students, from 65% to 53%.

Options High School



Over the past four years, there has been an increase in enrollment in Level 1+/1 schools for Options high school students, from 38% to 44%.



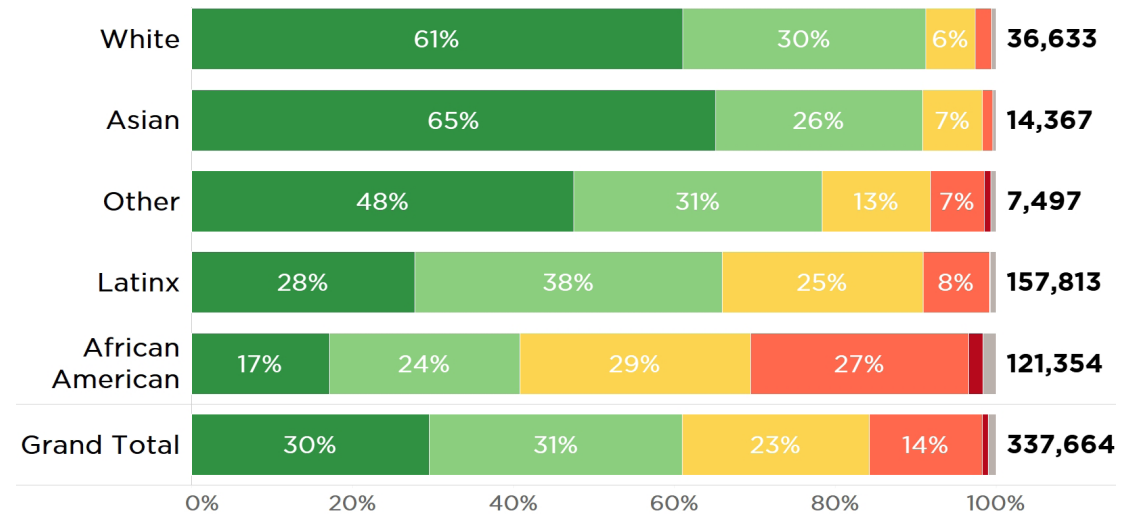
How Many Students are Enrolled in Level 1+/1 Schools?



Demographics

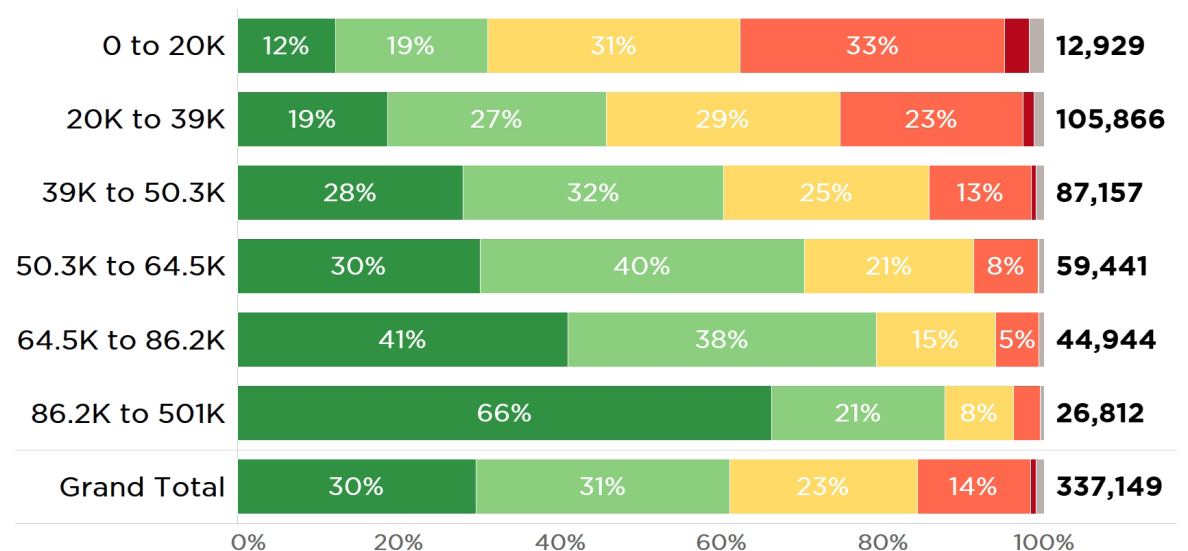
RACE/ETHNICITY

There is a disparity in the quality of schools attended by students of different races/ethnicities. 41% of African American students attend Level 1+/1 schools, compared to 66% of Latinx students, 91% of White students, and 91% of Asian students.



HOUSEHOLD INCOME

There is a disparity in the quality of schools attended by students of different household income levels based on the median for the census tract in which they reside. 87% of students living in the highest household income areas attend Level 1+/1 schools, compared to 31% of students from the lowest household income areas.



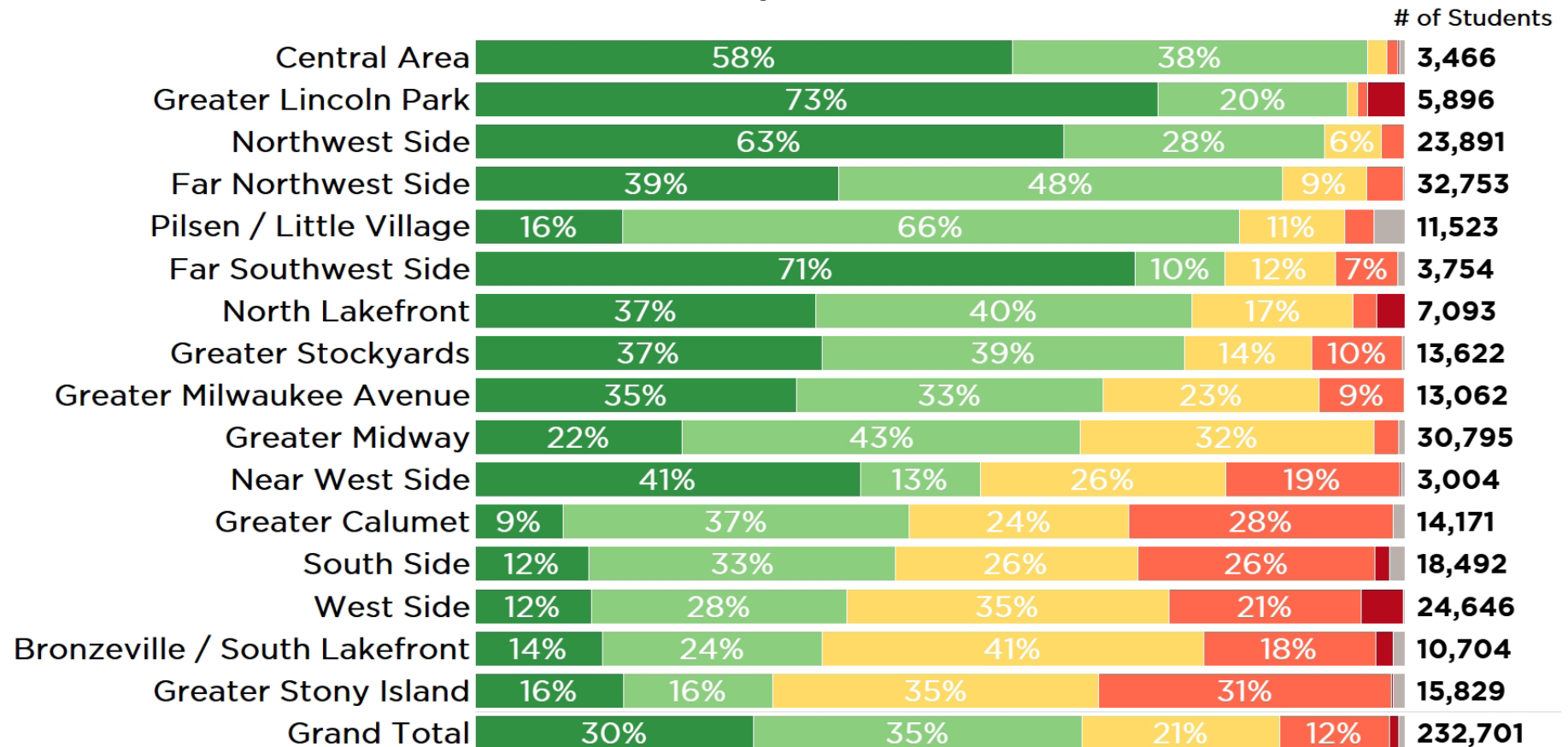


How Many Students are Enrolled in Level 1+/1 Schools?



Enrollment by school quality levels also varies by region. However, due to students attending school out of region, enrollment by school quality level may be different than the availability of quality schools in a region. For elementary schools, the regions with the highest percentages of students who live in the region attending a Level 1+/1 school are Central Area (96%), Greater Lincoln Park (93%), and Northwest Side (91%). In the Greater Stony Island region, 32% of elementary school students who live in the region attend a Level 1+/1 school.

Elementary Enrollment



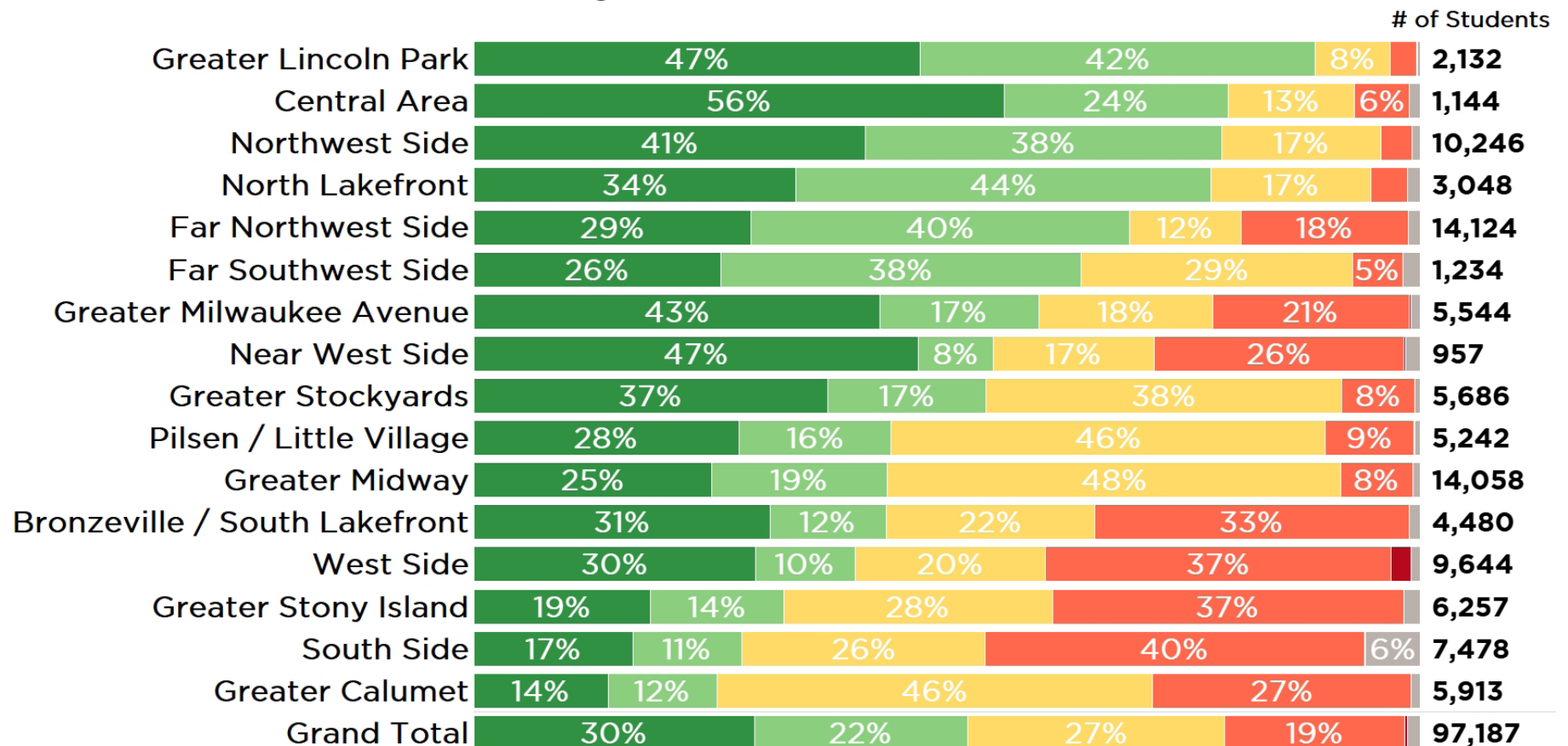


How Many Students are Enrolled in Level 1+/1 Schools?



Enrollment by school quality levels also varies by region. However, due to students attending school out of region, enrollment by school quality level may be different than the availability of quality schools in a region. For high schools, the regions with the highest percentages of students who live in the region attending a Level 1+/1 school are Greater Lincoln Park (89%), Central Area (80%) and Northwest Side (79%). In the Greater Calumet and South Side regions, 26% and 28% respectively, of high school students who live in the region attend a Level 1+/1 school.

High School Enrollment



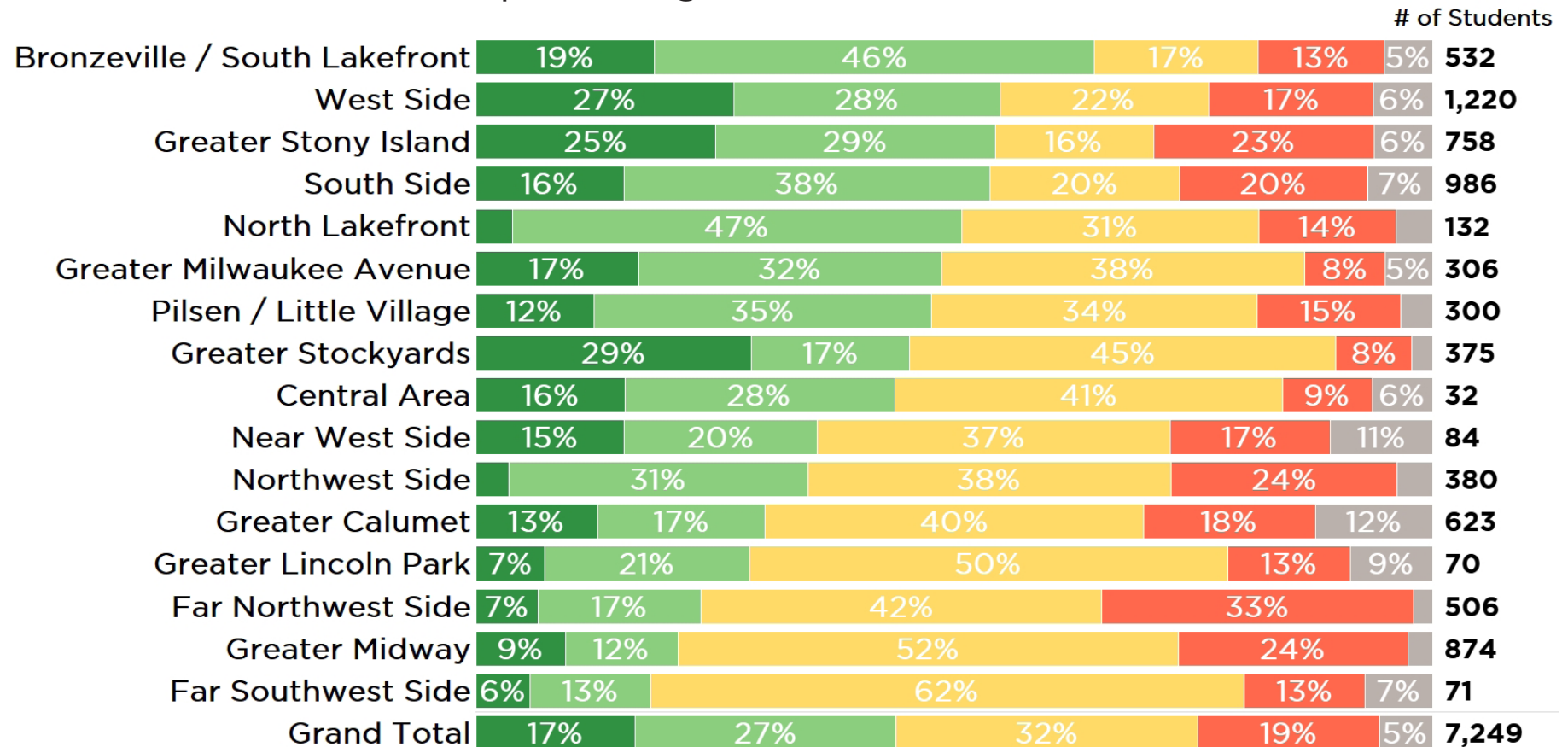


How Many Students are Enrolled in Level 1+/1 Schools?



For Options high schools, the two regions with the highest percentage of students who live in the region attending a Level 1+/1 school are Bronzeville / South Lakefront (65%) and West Side (45%). In the Far Southwest Side and Greater Midway regions, 19% and 21% respectively, of Options students attend a L1+/1 school.

Options High School Enrollment



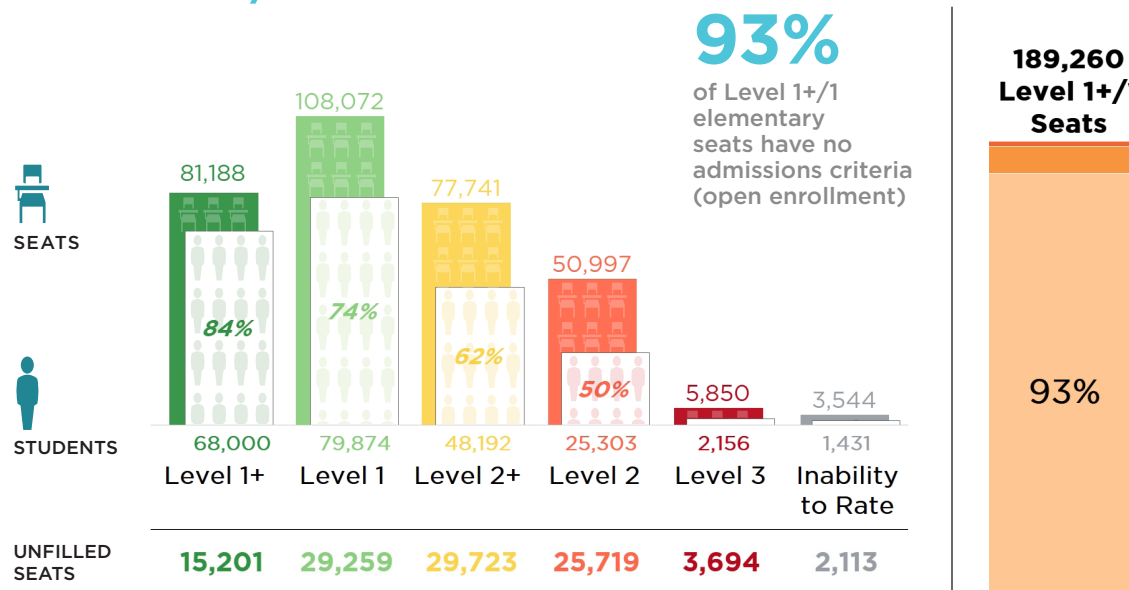
Do Students Have Access to Level 1+/1 Seats?

SEATS vs. STUDENTS

Elementary

In the 2019-20 school year, there were more than 105,000 unfilled elementary seats across the district, approximately 44,000 of which are Level 1+/1. 95% of unfilled Level 1+/1 elementary seats do not have admissions criteria.

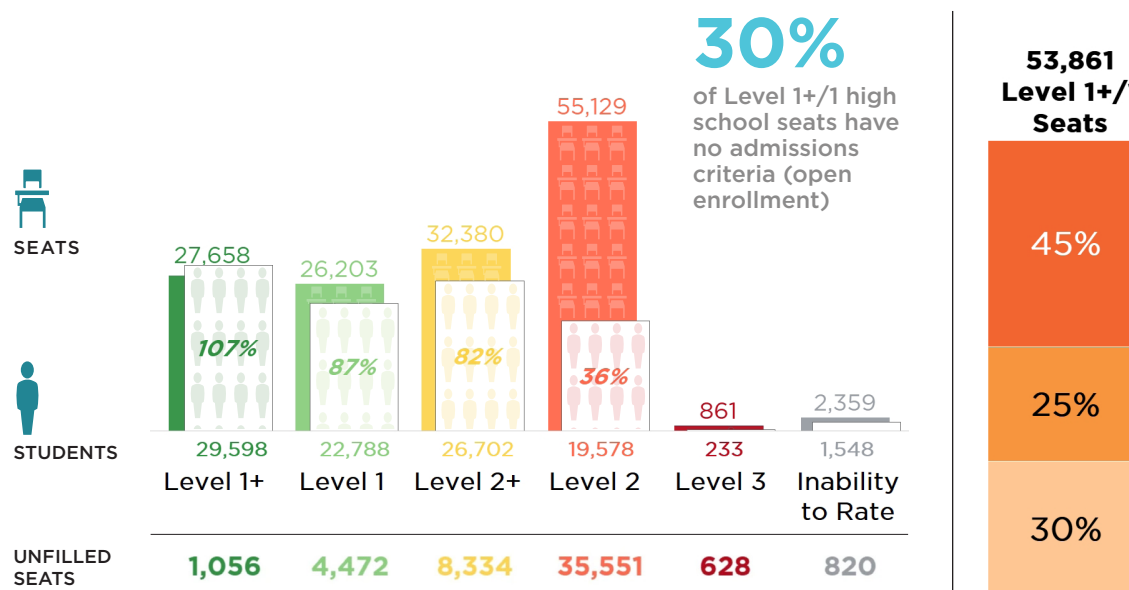
* The bar graph includes overcrowded schools. The unfilled seat numbers beneath the graph remove those schools from the calculation. Admissions criteria refer to test scores, grades, attendance, or other requirements for admissions.



High School

In the 2019-20 school year, there were more than 50,000 unfilled high school seats across the district, approximately 5,500 of which are Level 1+/1. 19% of unfilled Level 1+/1 high school seats do not have admissions criteria. Of all 53,861 Level 1+/1 high school seats, almost half (45%) have schoolwide admissions criteria while 25% have some programs with admissions criteria.

* The bar graph includes overcrowded schools. The unfilled seat numbers beneath the graph remove those schools from the calculation. Admissions criteria refer to test scores, grades, attendance, or other requirements for admissions.

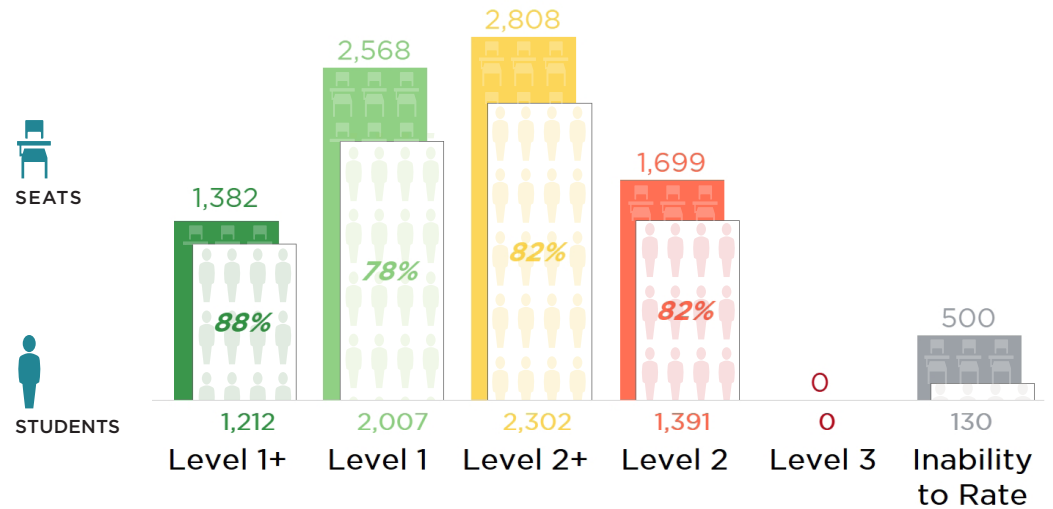


Do Students Have Access to Level 1+/1 Seats?

SEATS vs. STUDENTS

Options High School

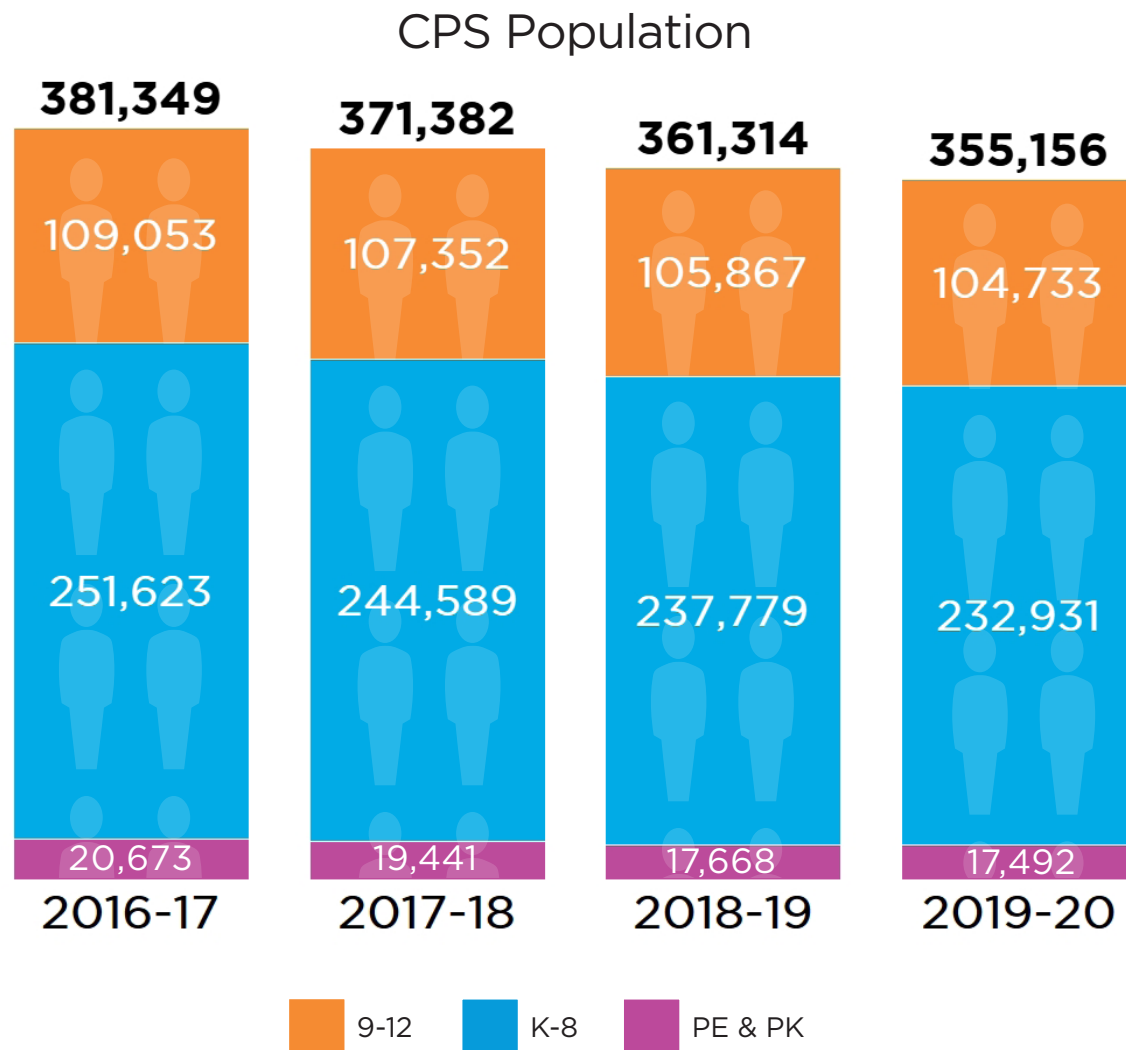
In the 2019-20 school year, there is available capacity in Level 1+/1 Options high schools to serve more students. Options schools do not have admissions criteria although many serve only students 16 years and older.





How Many Students are There?

The population of the district has decreased by 26,193 students since the 2016-17 school year, a decline of 6.9%. This change has been driven primarily by a decline of students in grades K-8 (a decrease of 18,692 students over four years or 7.4%), while the number of high school students has been more consistent (decreasing by 4,320 students over four years or 4.0%). Enrollment data are from the annual 20th day count.





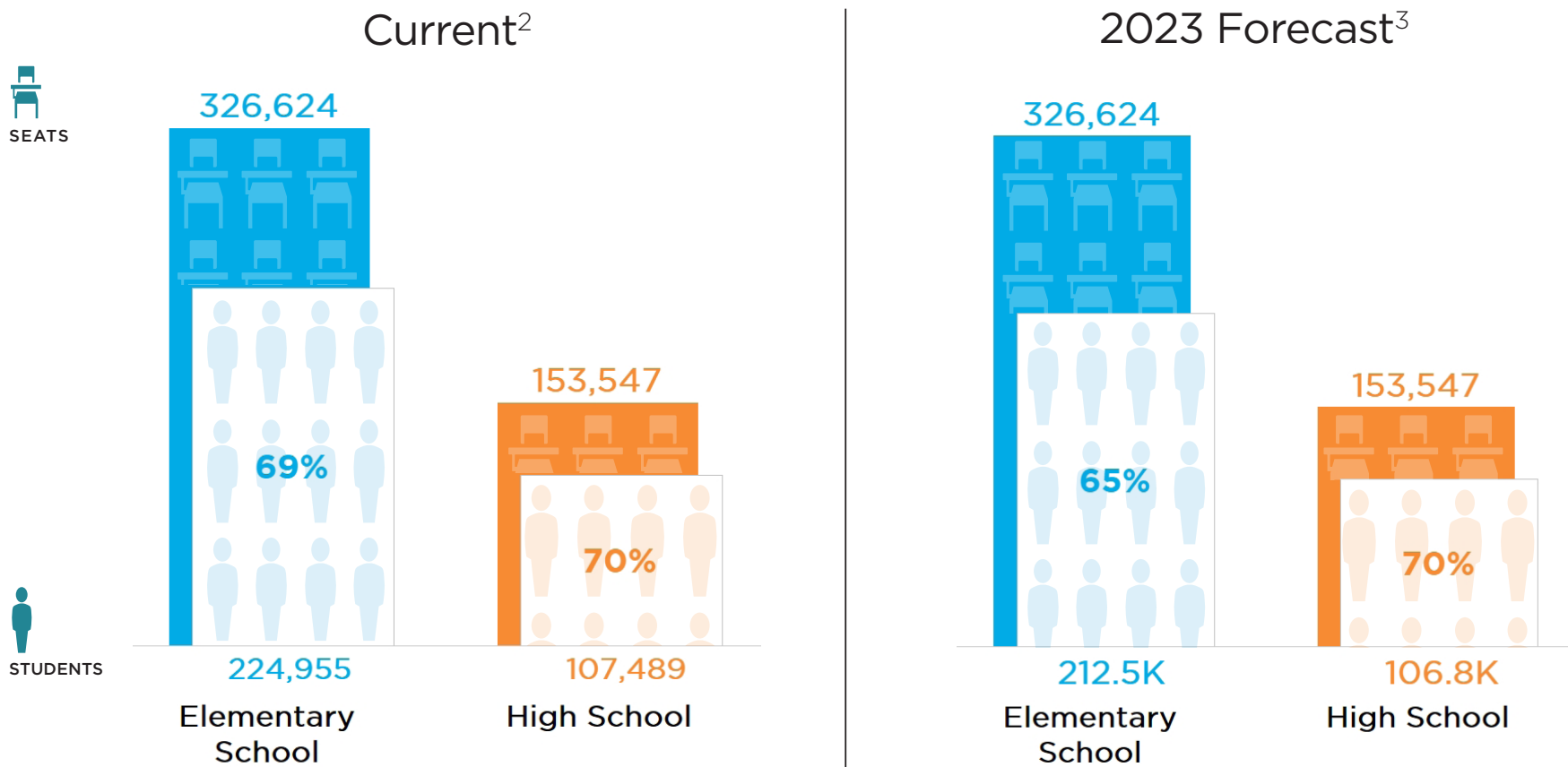
How Many Seats are There for the Student Population?

There are more than 147,000 unfilled seats this school year. That gap is expected to increase in the coming years: in 2023, the number of students is forecasted to be 320,000 and the gap is estimated to be greater than 160,000.

Elementary

High School

OF STUDENTS ENROLLED IN ELEMENTARY AND HIGH SCHOOL BUILDINGS¹



NOTE: For these charts, the elementary grades students enrolled in combination K-12 schools are grouped into the high school category.

1. Enrollment and seats figures listed here do not include Pre-K and Special Education Cluster students
2. Number of seats is the adjusted ideal capacity of the school building or the charter contract enrollment cap.
3. Projections and forecasts estimated by CPS' Department of Planning and Data Management analysis.

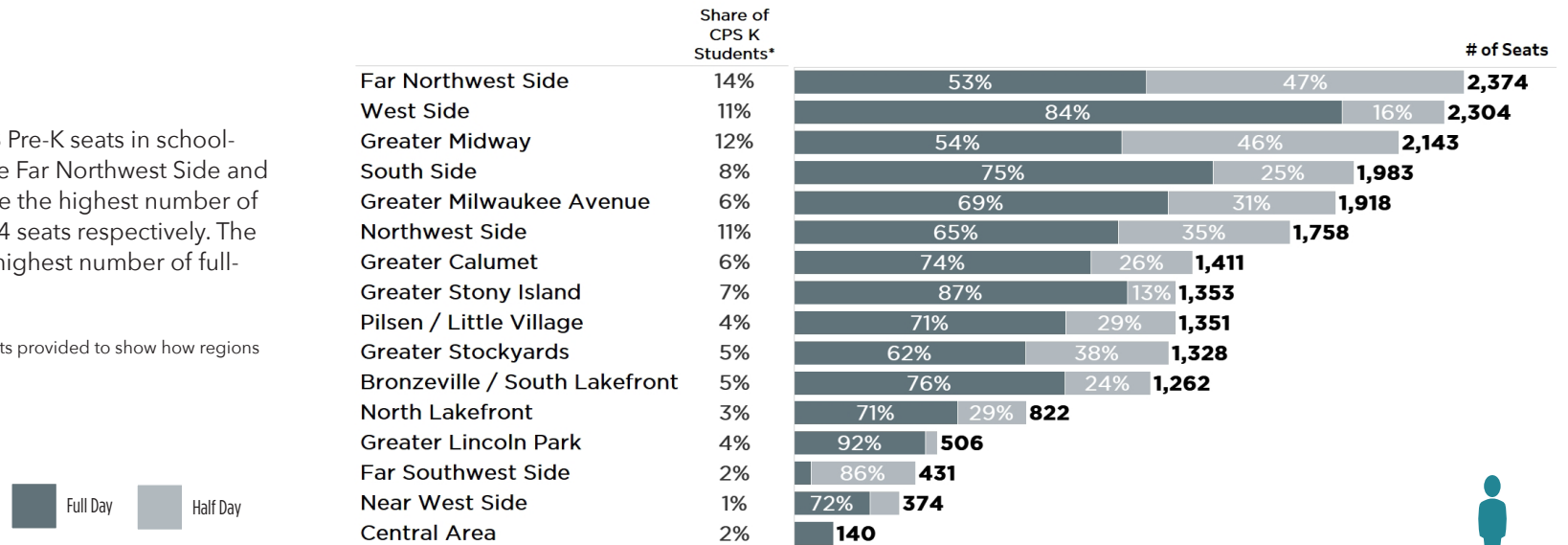


How Many Pre-Kindergarten Seats are There for the Student Population?

Pre-K Seats

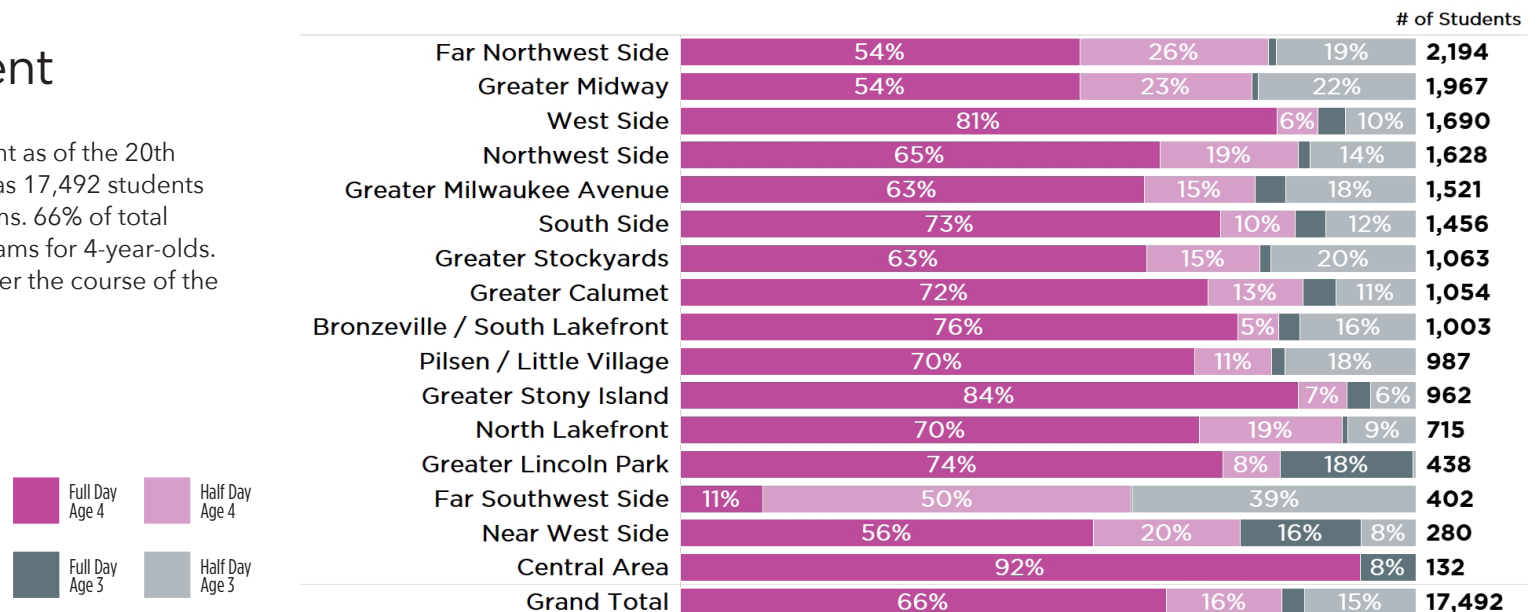
This year, there are 21,458 Pre-K seats in school-based Pre-K programs. The Far Northwest Side and the West Side regions have the highest number of seats, with 2,374 and 2,304 seats respectively. The West Side region has the highest number of full-day Pre-K seats.

* Share of CPS kindergarten students provided to show how regions differ in size of population.



Pre-K Enrollment

This year, total Pre-K enrollment as of the 20th day of school (October 1st) was 17,492 students in school-based Pre-K programs. 66% of total enrollment is in full-day programs for 4-year-olds. Pre-K enrollment continues over the course of the school year.

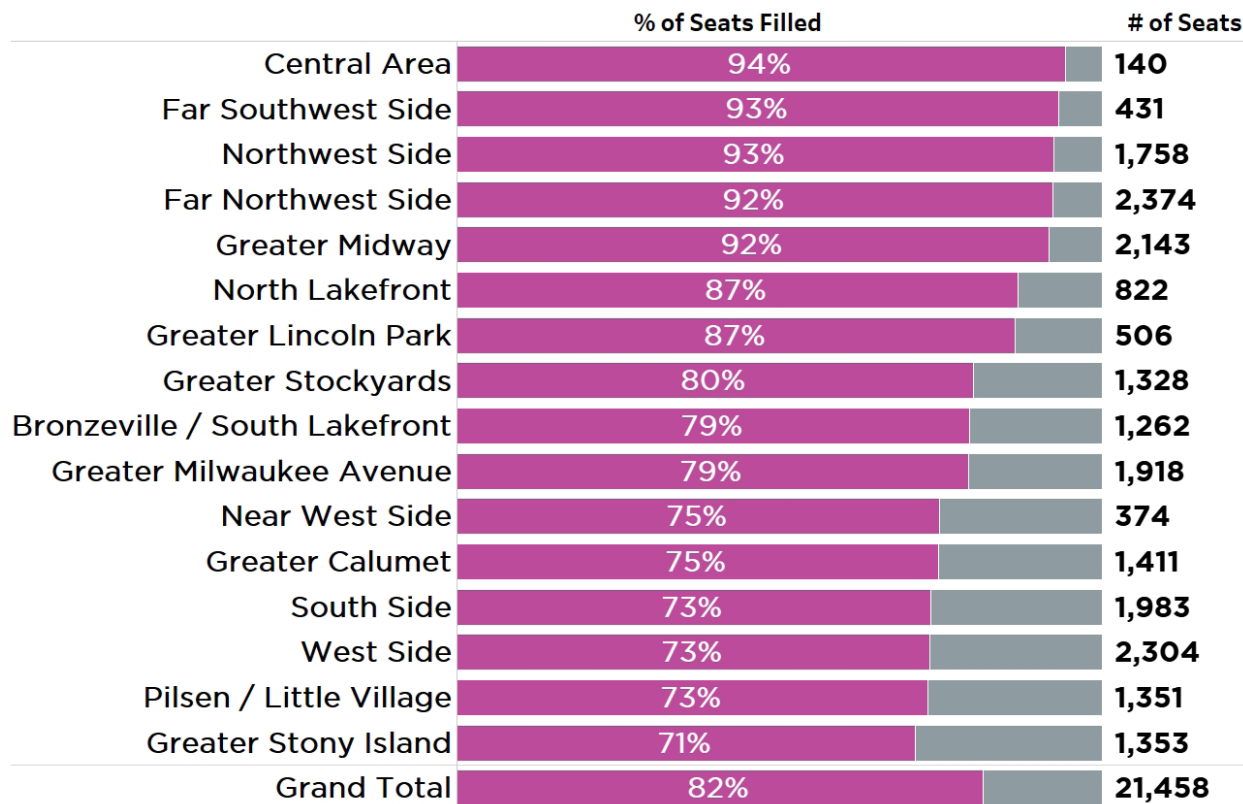




How Many Pre-Kindergarten Seats are There for the Student Population?

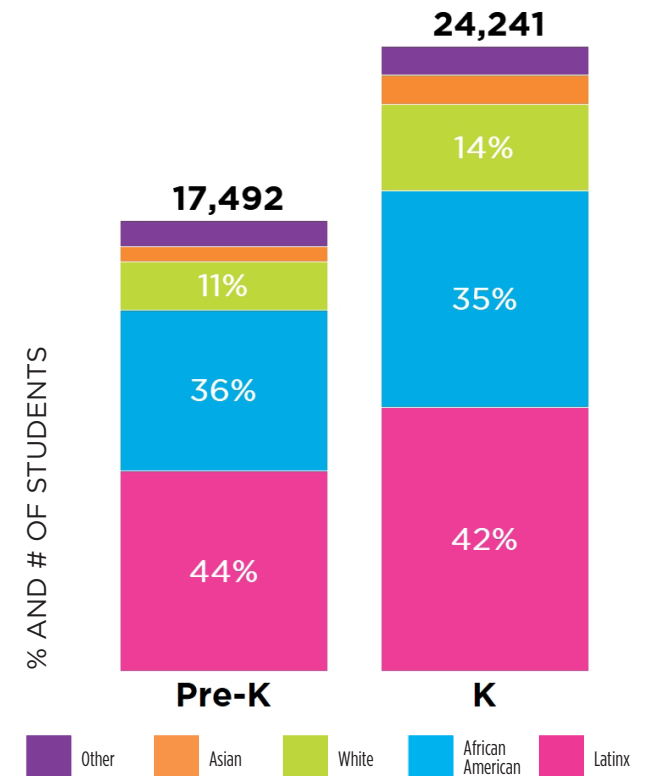
Full-Day Pre-K Enrollment vs. Seats

At the district level, 82% of Pre-K seats were filled as of October 2019 (20th day count). The majority of unfilled seats are in the Greater Stony Island, the West Side, the South Side and the Pilsen/Little Village regions.



Pre-K Enrollment by Race/Ethnicity

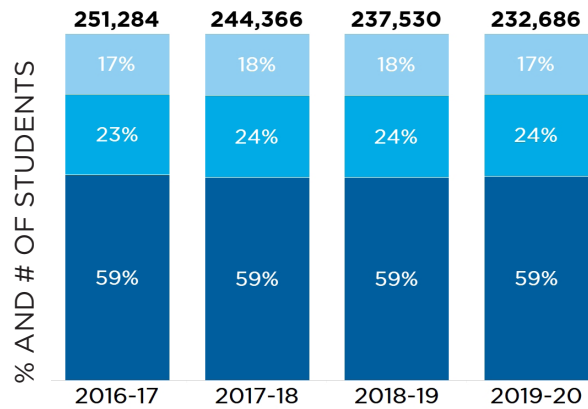
Enrollment in Pre-K by race and ethnicity mostly mirrors enrollment by race and ethnicity in Kindergarten. 44% of Pre-K students are Latinx, compared with 42% of Kindergarten students, and 36% of Pre-K students are African American, compared with 35% of Kindergarten students.





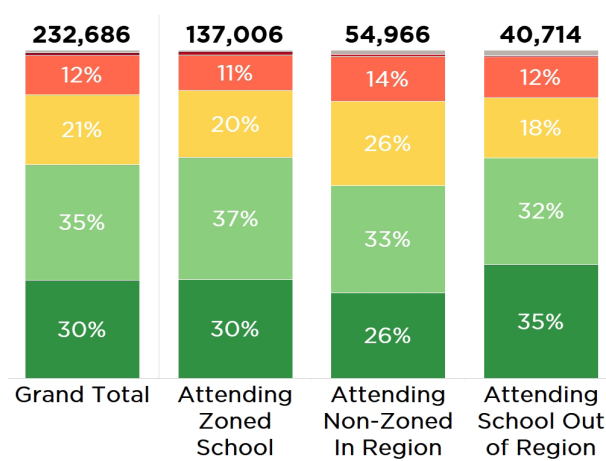
Are Students Choosing Schools in Their Region?

School Choice Over Time



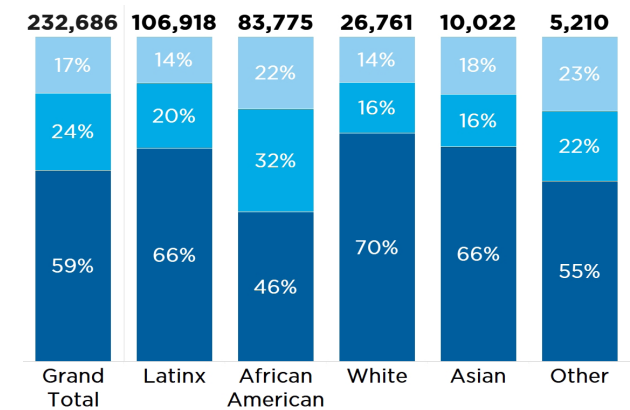
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years, elementary students attending a non-zoned school (in or out of region) has increased from 40% to 41%. In the same time frame, students attending their zoned school remained at 59%.

School Quality and Choice



Of the elementary students in the district, 65% are at Level 1+/1 schools. This percentage is relatively consistent across school choice decisions. 67% of students who attend their zoned school are at Level 1+/1 schools, compared to 59% of students who attend a non-zoned school in their region and 67% of students who attend a non-zoned school outside of their region.

School Choice by Race/Ethnicity



School choice does vary by race/ethnicity. In the past year, 46% of African American elementary students attended their zoned school, compared to 66% of Latinx students, 70% of White students, and 66% of Asian students. African American students are also the largest percentage of students attending a school outside of their region (22%), except for Other. White and Latinx students have the lowest percentage of students attending a school outside of their regions (14%).

1. Only kindergarten through 8th grade students are included in school choice calculations, as pre-kindergarteners are not zoned to a school.
 NOTE: Due to rounding, some charts may not add up to 100%



Are Students Choosing Schools in Their Region?



59%

of Elementary School students attend their zoned school

The Pilsen/Little Village region has the highest percentage of students who attend school in region (zoned or non-zoned school) at 90% and the Near West Side region has the lowest percentage (69%).

17%

of Elementary School students attend school outside of the region where they live

Elementary School Choice

	# of Students		
Pilsen / Little Village	69%	21%	10% 11,523
Greater Midway	73%	17%	10% 30,794
Greater Lincoln Park	74%	15%	11% 5,896
Far Southwest Side	81%	7%	12% 3,754
Far Northwest Side	69%	17%	13% 32,753
Greater Stockyards	59%	26%	15% 13,622
Northwest Side	68%	17%	15% 23,891
Greater Calumet	65%	17%	18% 14,169
Greater Milwaukee Avenue	49%	31%	19% 13,062
North Lakefront	53%	26%	21% 7,093
West Side	38%	41%	21% 24,642
South Side	44%	32%	24% 18,489
Central Area	71%		24% 3,466
Bronzeville / South Lakefront	40%	33%	27% 10,703
Greater Stony Island	46%	25%	28% 15,825
Near West Side	40%	29%	31% 3,004
Grand Total	59%	24%	17% 232,686

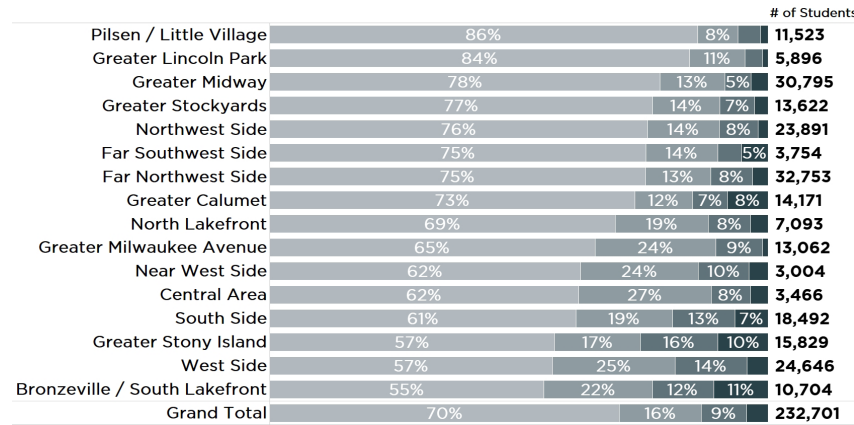
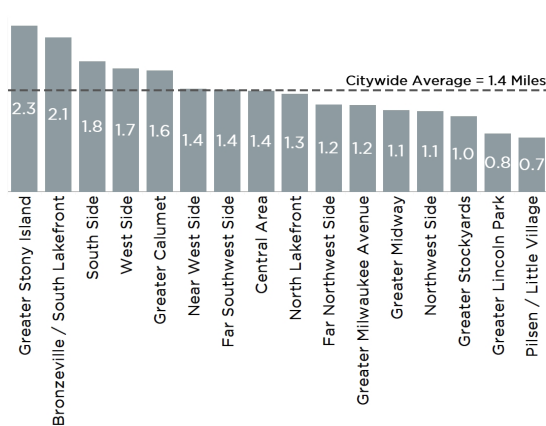
NOTE: Due to rounding, some charts may not add up to 100%.



Are Students Choosing Schools in Their Region?

These graphs show the average distance traveled and commute time for elementary school students who live in each region, regardless of whether they attend school in or out of the region.

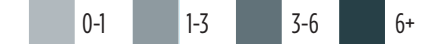
Distance Traveled to School



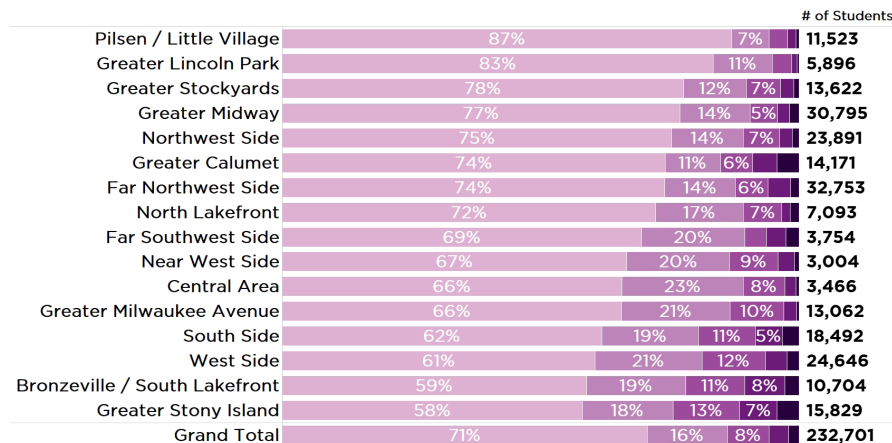
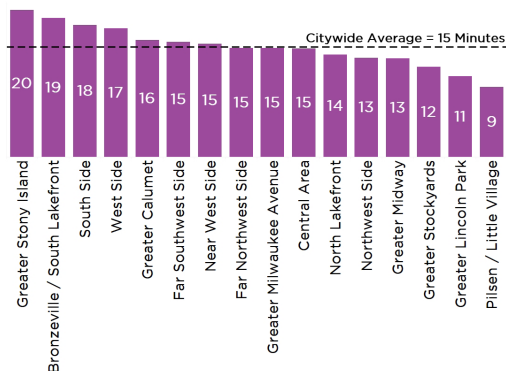
Elementary students travel an **average of 1.4 miles** to school. However, 70% of students travel 0-1 miles to school and 13% of students travel more than 3 miles to school.

There is **significant variation by region**. 86% of students residing in the Pilsen/Little Village region travel 0-1 miles compared to 55% of students in the Bronzeville/South Lakefront region.

MILES



Time Traveled to School



Elementary students travel an **average of 15 minutes** to school. However, 71% of students travel 0 to 15 minutes to school and 5% of students travel more than 45 minutes to school.

There is **significant variation by region**. 87% of students residing in the Pilsen/Little Village region travel 0 to 15 minutes compared to 58% of students in the Greater Stony Island region.

MINUTES



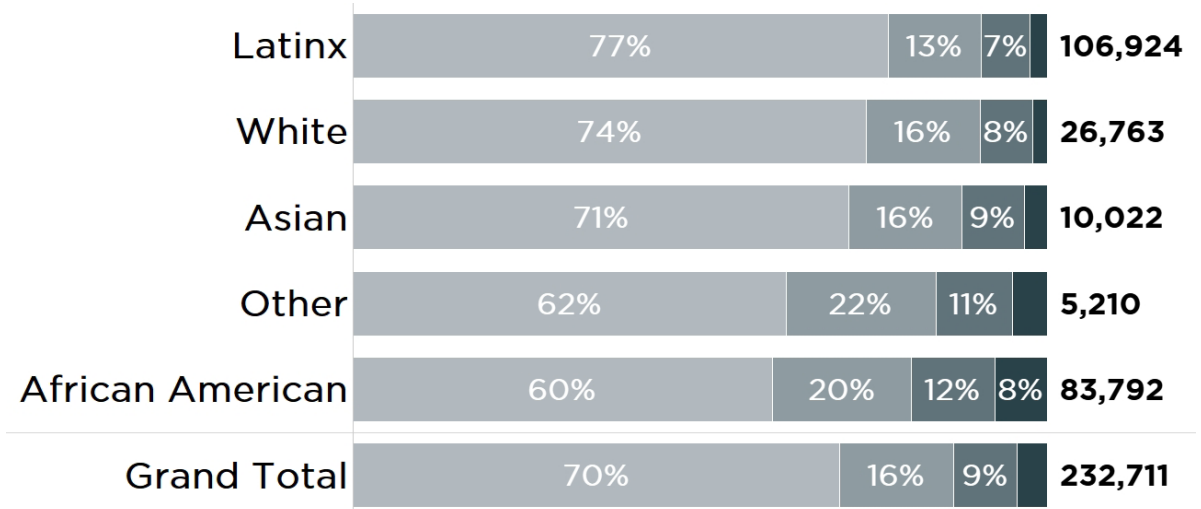


Are Students Choosing Schools in Their Region?

Distance Traveled to School by Race/Ethnicity

There is **some variation in travel distances by race and ethnicity**. At the Elementary School level, 77% of Latinx students travel 0-1 mile to school, compared to 60% of African American and 74% of White students.

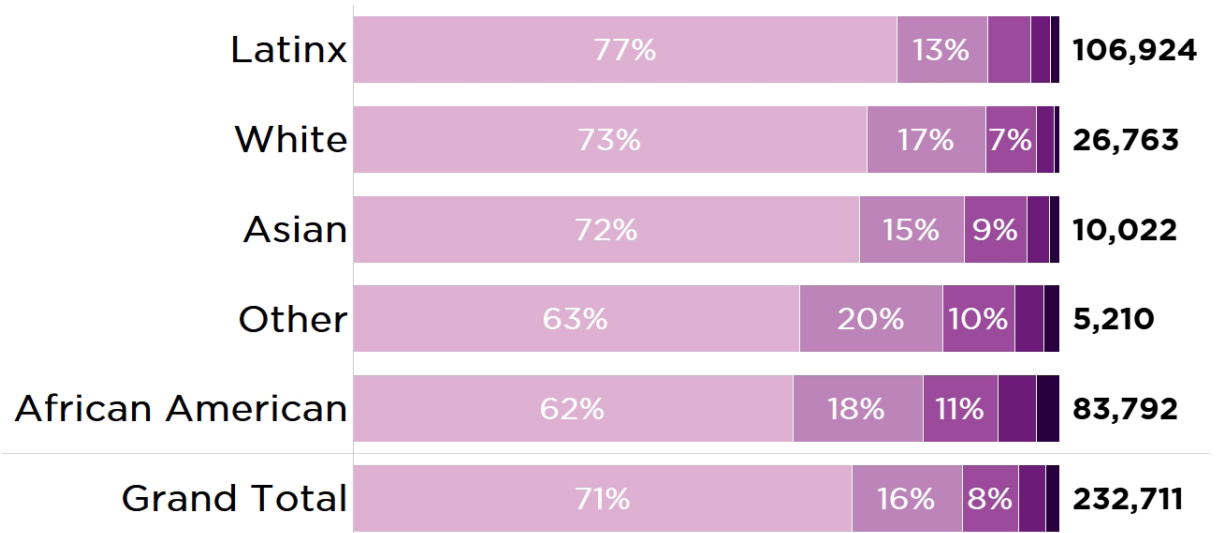
MILES



Time Traveled to School by Race/Ethnicity

There is also **some variation in travel times by race and ethnicity**. At the Elementary School level, 77% of Latinx students travel less than 15 minutes to school, compared to 62% of African American students. 8% of African American elementary students travel more than 45 minutes, compared to 3% of White students.

MINUTES





Are Students Choosing Schools in Their Region?

In the 2017-18 school year, CPS launched a new high school application process, GoCPS, which created a single application and timeline for all high schools. Only high school programs that require an application for admissions are included. Applicants were asked to rank the schools and programs on their application in order of preference. Students are guaranteed a seat in the general education program at their zoned/neighborhood high school and did not have to submit an application for that program. For more information about the GoCPS application process, visit go.cps.edu.

% Of 8th Grade Students Who Applied To High School

	% of Students	# of Students
Greater Stockyards	100%	1,499
Pilsen / Little Village	100%	1,438
Greater Lincoln Park	100%	456
Northwest Side	99%	2,583
Greater Midway	99%	3,518
West Side	99%	2,424
North Lakefront	99%	670
Greater Milwaukee Avenue	99%	1,419
Greater Calumet	99%	1,489
Far Northwest Side	98%	3,261
South Side	98%	1,880
Greater Stony Island	98%	1,574
Near West Side	97%	261
Bronzeville / South Lakefront	97%	1,117
Central Area	93%	280
Far Southwest Side	81%	386
Grand Total	99%	24,255

Applied Did Not Apply

99% of all 8th grade CPS students applied to high school programs across Rounds 1 and 2 of the GoCPS application process. Greater Stockyards, Pilsen/Little Village, and Greater Lincoln Park regions had the highest application rate (100%) while the Far Southwest Side region had the lowest (81%).

% Of Students That Received An Offer From One Of Their Top 3 Choices

	% of Students				# of Students
Greater Lincoln Park	67%	17%	7%	9%	404
Greater Stony Island	63%	20%	8%	10%	1,456
Bronzeville / South Lakefront	64%	18%	8%	10%	1,004
Greater Calumet	63%	18%	8%	11%	1,402
South Side	60%	19%	9%	11%	1,792
Far Southwest Side	59%	20%	10%	12%	225
West Side	53%	21%	12%	14%	2,354
Pilsen / Little Village	56%	20%	10%	14%	1,403
Far Northwest Side	50%	21%	11%	17%	2,979
Near West Side	58%	15%	9%	18%	239
Greater Stockyards	45%	23%	14%	18%	1,435
Greater Milwaukee Avenue	48%	19%	13%	20%	1,366
Northwest Side	50%	19%	11%	20%	2,417
Greater Midway	47%	20%	12%	21%	3,331
North Lakefront	47%	16%	14%	22%	650
Central Area	50%	12%	14%	24%	222
Grand Total	53%	20%	11%	16%	22,679

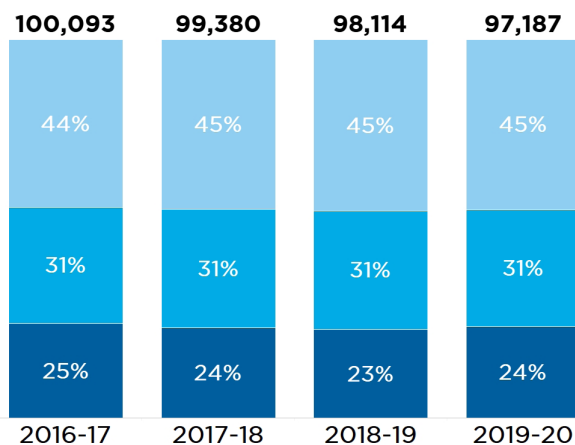
1st Choice 2nd Choice 3rd Choice 4th or lower Choice

Of all 8th grade CPS students who applied to high school programs in Round 1, 84% received an offer from one of their top three choices. (This figure does not include selective enrollment high schools.)



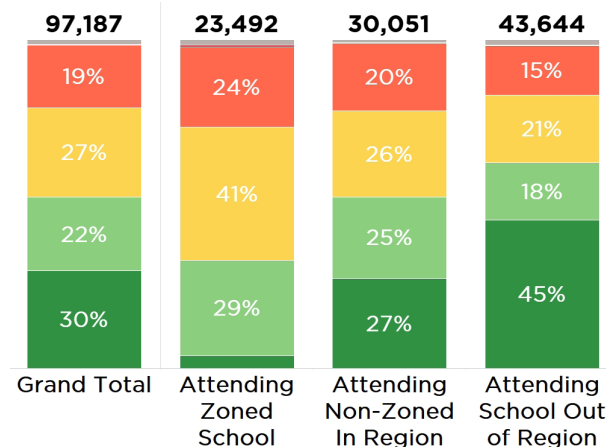
Are Students Choosing Schools in Their Region?

School Choice Over Time



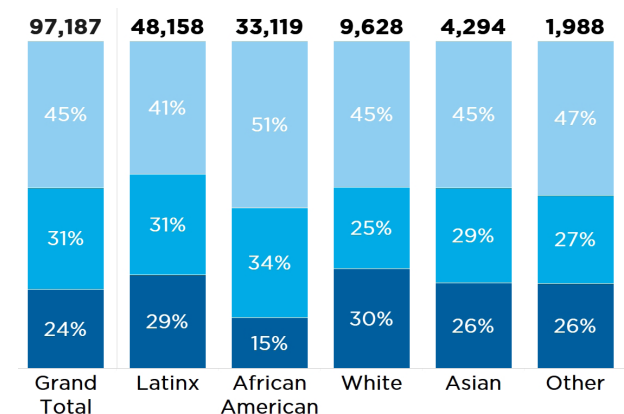
School choice is currently defined as attending a school that is not a student's zoned school. Over the past four years, high school students attending a non-zoned school (in or out of region) has risen from 75% to 76%. In the same time frame, students attending their zoned school has declined from 25% to 24%.

School Quality and Choice



Of the high school students in the district, 52% are at Level 1+/1 schools. This percentage varies across school choice decisions. 33% of students who attend their zoned school are at Level 1+/1 schools, compared to 52% of students who attend a non-zoned school in their region and 63% of students who attend a non-zoned school outside of their region.

School Choice by Race/Ethnicity



School choice does vary by race/ethnicity. This year, 15% of African American high school students attended their zoned school, compared to 29% of Latinx students, 30% of White students, and 26% of Asian students. African American students are also the largest percentage of students attending a school outside of their region (51%). Latinx students have the lowest percentage of students attending a school outside of their region (41%).



Are Students Choosing Schools in Their Region?



24%

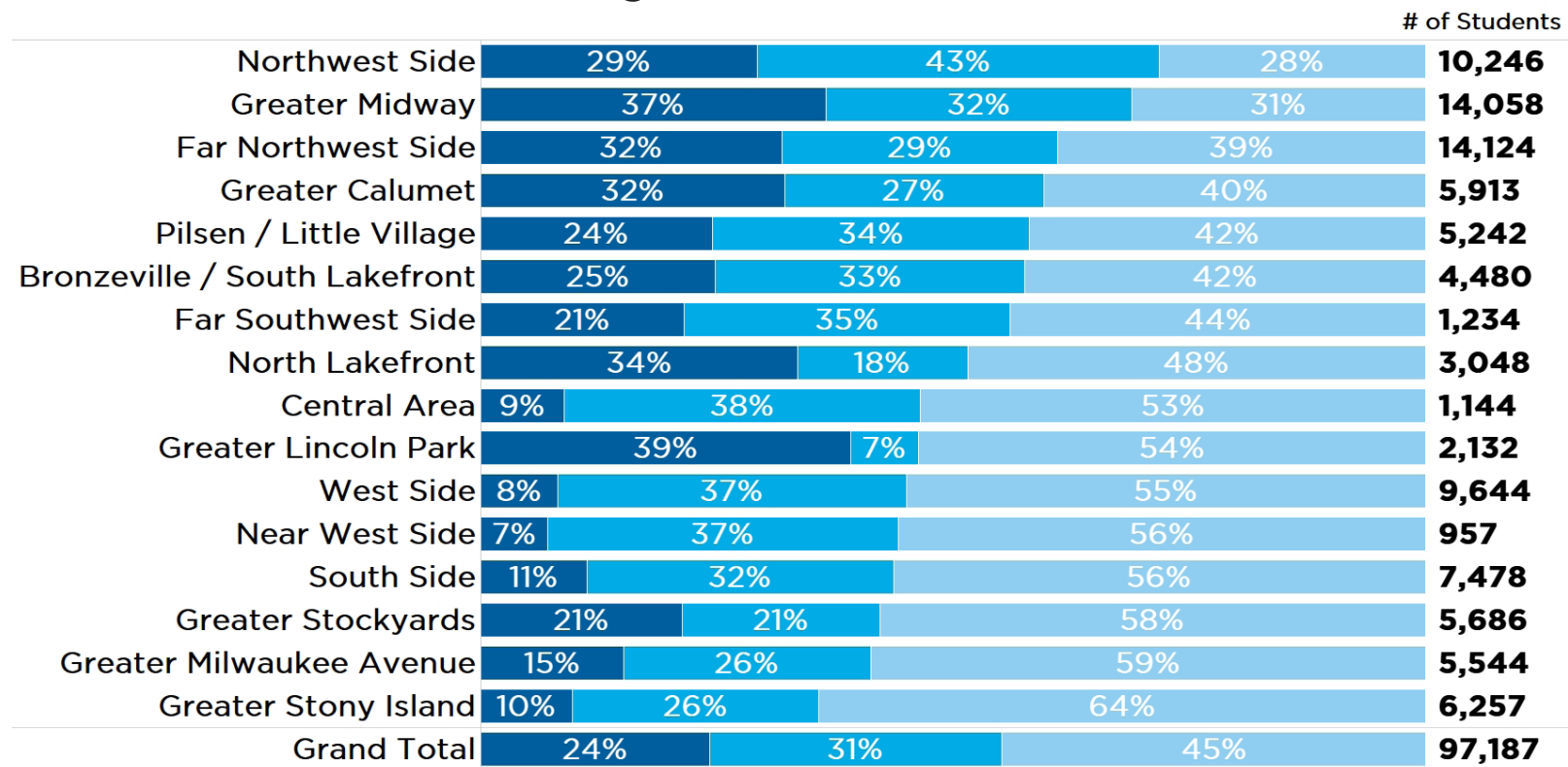
of High School students attend their zoned school

More high school students attend school out of region than elementary students. The Greater Stony Island and Greater Milwaukee Avenue regions have the highest rates of students attending school out of region (64% and 59% respectively).

45%

of High School students attend school outside of the region where they live

High School Choice



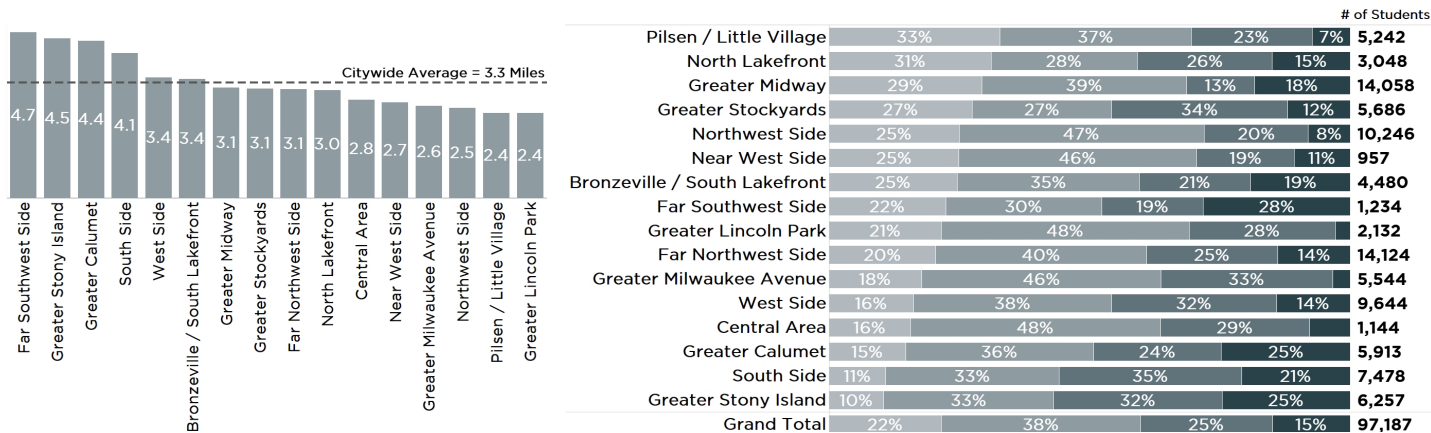
NOTE: Due to rounding, some charts may not add up to 100%.



Are Students Choosing Schools in Their Region?

These graphs show the average distance traveled and commute time for high school students who live in each region, regardless of whether they attend school in or out of the region.

Distance Traveled to School

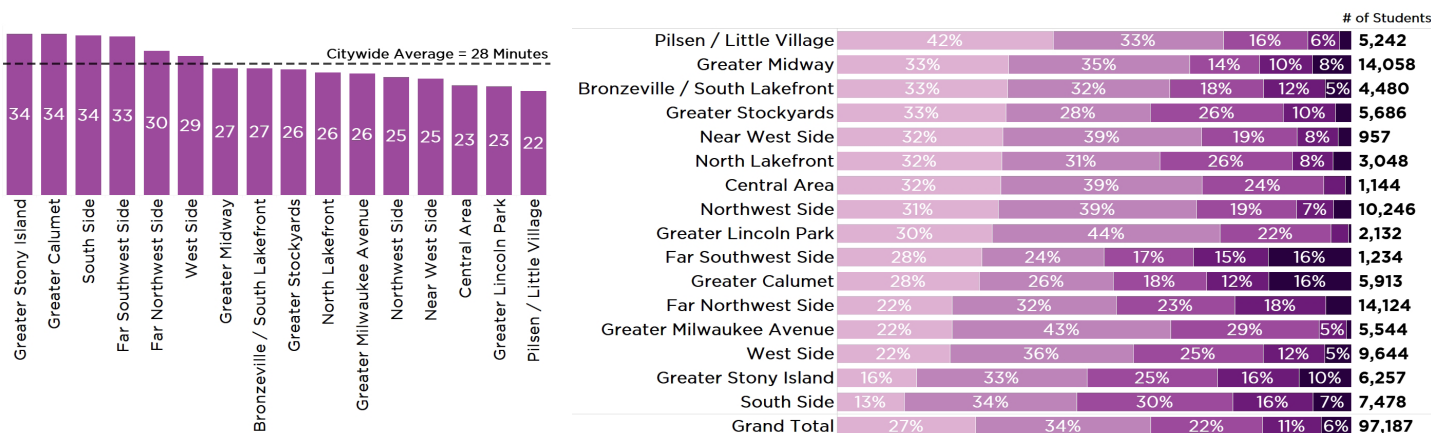


High school students travel an **average of 3.3 miles** to school. 22% of students travel 0-1 miles to school and 40% of students travel more than 3 miles to school.

There is **significant variation by region**. 33% of students residing in the Pilsen/Little Village region travel 0-1 miles compared to 10% of students in the Greater Stony Island region.



Time Traveled to School



High school students travel an **average of 28 minutes** to school. 27% of students travel 0 to 15 minutes to school and 17% of students travel more than 45 minutes to school.

There is **significant variation by region**. 42% of students residing in the Pilsen/Little Village region travel 0 to 15 minutes compared to 13% of students in the South Side region.





Are Students Choosing Schools in Their Region?

Distance Traveled to School by Race/Ethnicity

There is **some variation in travel distances by race and ethnicity**. At the High School level, 27% of Latinx students travel less than 1 mile to school, compared to 16% of African American students.

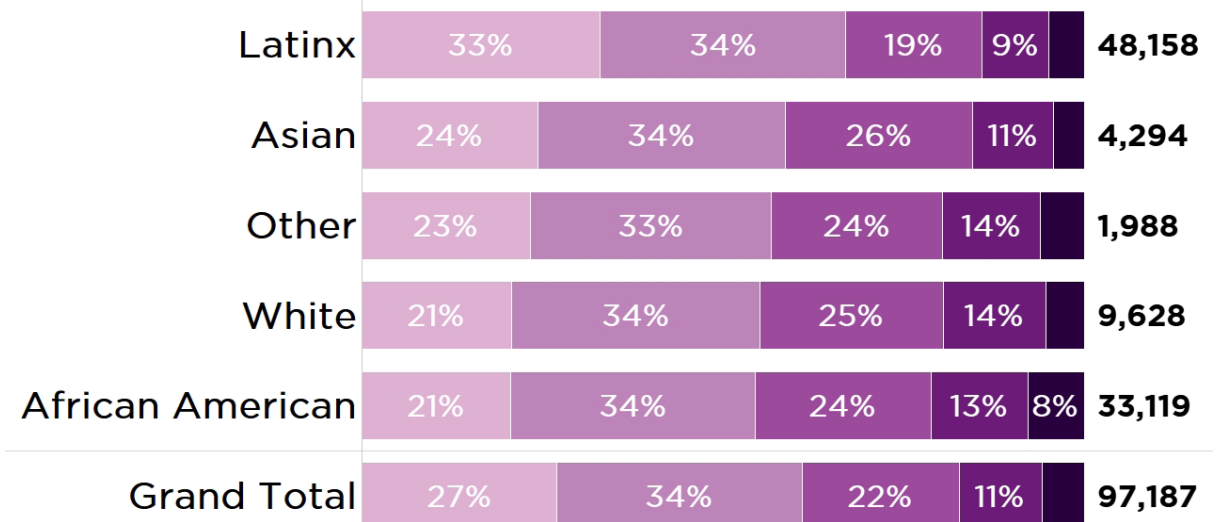
MILES



Time Traveled to School by Race/Ethnicity

There is also **some variation in travel times by race and ethnicity**. At the High School level, 33% of Latinx students travel less than 15 minutes to school, compared to 21% of African American students and 21% of White students. 21% of African American high school students travel more than 45 minutes, compared to 14% of Latinx students.

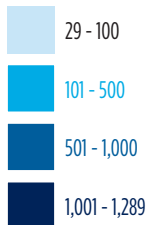
MINUTES



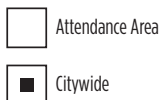


Where Do Students Enrolled in Options High Schools Reside and Where are Options Schools?

Number of Option Students Residing by Region



SCHOOL TYPE



SQRP RATING (LEVELS)



INABILITY TO RATE



Home Region	# of Options Students	% of HS Students In Options Schools
South Side	986	12%
West Side	1,220	11%
Greater Stony Island	758	11%
Bronzeville / South Lakefront	532	11%
Greater Calumet	623	10%
Near West Side	84	8%
Greater Stockyards	375	6%
Greater Midway	874	6%
Far Southwest Side	71	5%
Pilsen / Little Village	300	5%
Greater Milwaukee Avenue	306	5%
North Lakefront	132	4%
Northwest Side	380	4%
Far Northwest Side	506	3%
Greater Lincoln Park	70	3%
Central Area	32	3%
District	7,249	7%

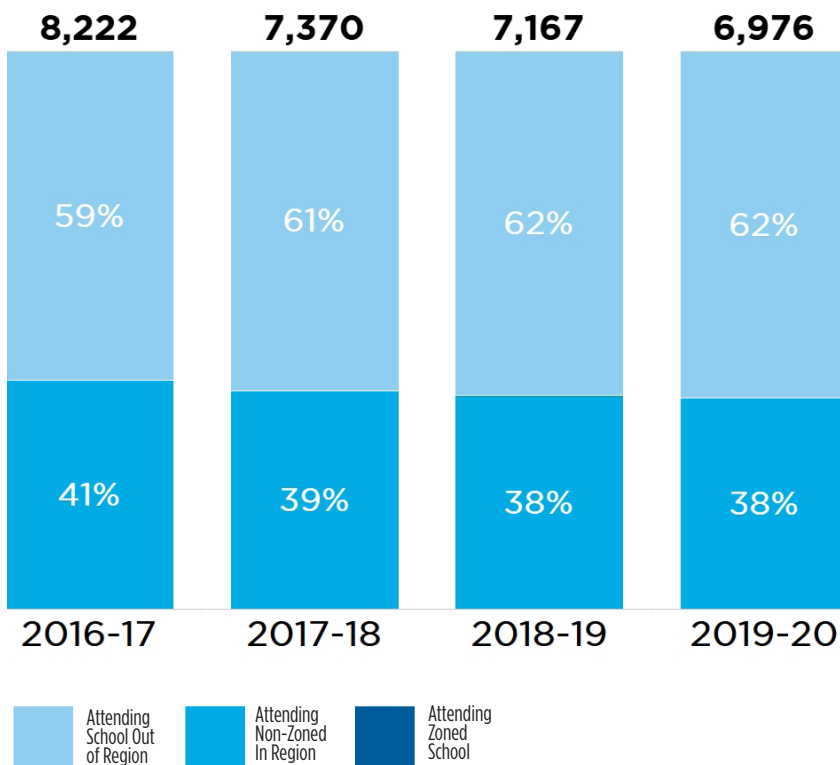
7% of High School students

are in Options High Schools



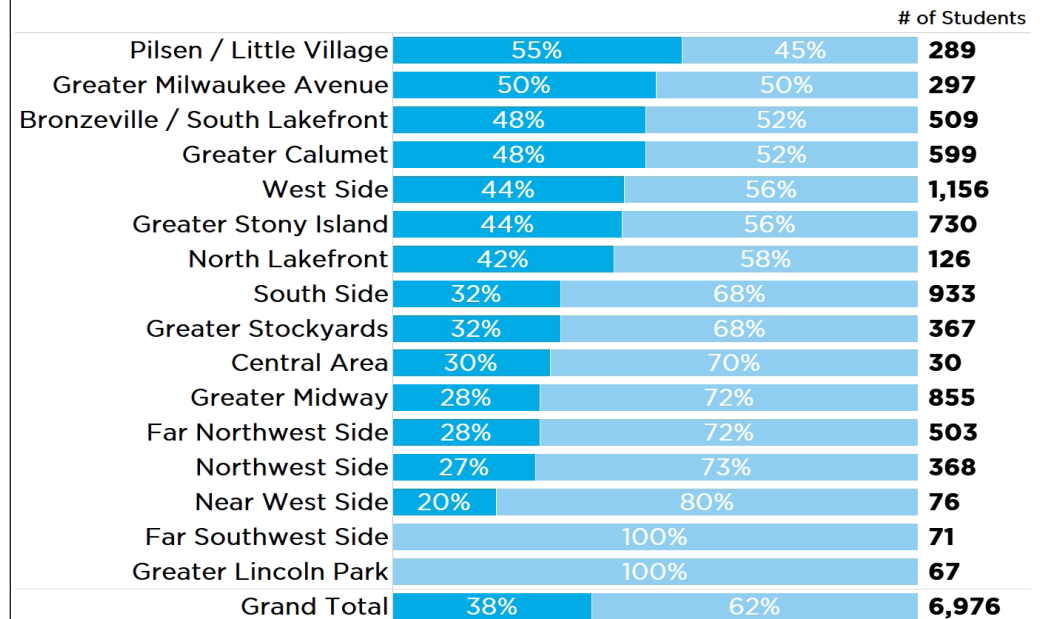
Are Options Students Choosing Schools in Their Region?

Options High School Choice Over Time



Over the past four years, the share of Options high school students attending a school in their region has declined from 41% to 38%.

Options High School Choice by Region

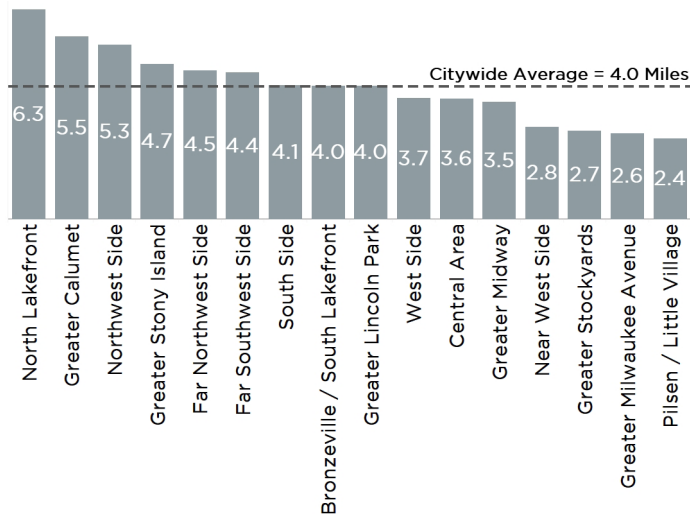


More Options high school students attend school out of region than both high school and elementary students. The Far Southwest Side and Greater Lincoln Park regions have the highest rate of students attending school out of region (100% in each). This is due to the lack of Options high schools in those regions.



Are Options Students Choosing Schools in Their Region?

Distance Traveled to School



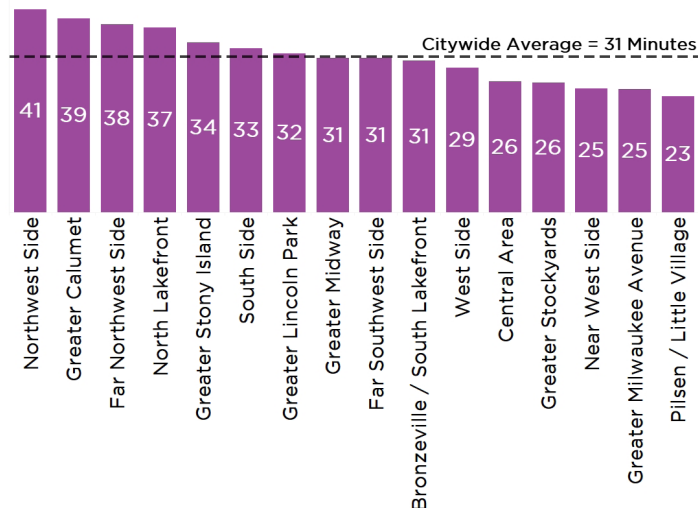
MILES



7,249

This graph shows the average distance traveled for Options high school students who live in each region, regardless of whether they attend school in or out of the region. The average Options high school student in the district travels 4.0 miles to school. The regions with the shortest commute are Pilsen / Little Village (2.4 miles) and Greater Milwaukee Avenue (2.6 miles). The regions with the longest commute are the North Lakefront (6.3 miles) and Greater Calumet (5.5 miles). 12% of students travel 0-1 miles to school and 52% of students travel 6+ miles to school.

Time Traveled to School



MINUTES



7,249

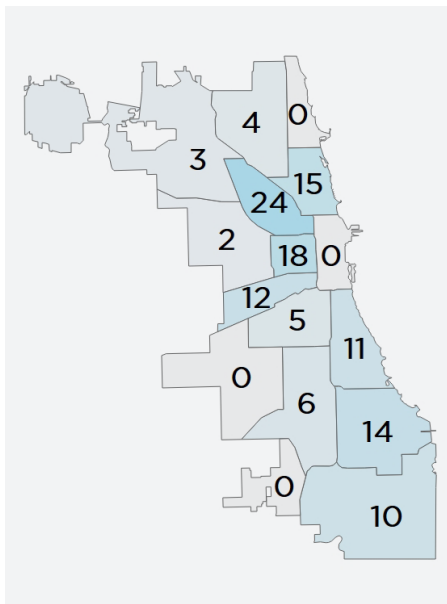
This graph shows the average time traveled for Options high school students who live in each region, regardless of whether they attend school in or out of the region. The average Options high school student in the district travels 31 minutes to school. The regions with the shortest commute are Pilsen / Little Village (23 minutes) and Greater Milwaukee Avenue (25 minutes). The regions with the longest commute are the Northwest Side (41 minutes) and Greater Calumet (39 minutes). 17% of students travel 0 to 15 minutes to school and 23% of students travel more than 45 minutes to school.



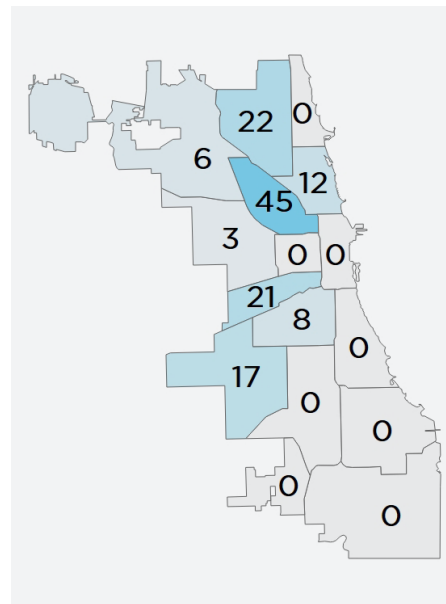
Do Students Have Access to the Variety of Schools and Programs Offered?

PROGRAM DENSITY: The Program Density Index measures the “density” of certain academic programs in each region. The index is calculated as the number of program seats per 100 age-eligible CPS students who reside in the region; this index can be used to compare program availability across regions. For more information about types of programs, visit <https://cps.edu/Pages/AcademicProgramRFP.aspx>.

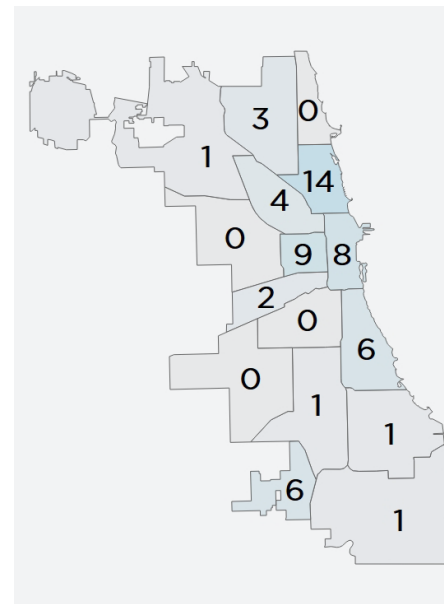
World
Language



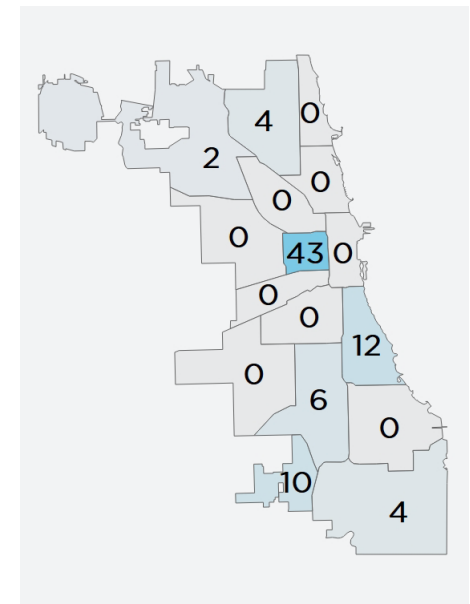
Dual
Language



Regional Gifted
Centers/Classical



Academic
Centers



Most regions have either World Language Magnet/Magnet Cluster or Dual Language programs. The Greater Milwaukee Avenue, Northwest Side, and Pilsen/Little Village regions have a strong density of language programs. The North Lakefront, Central Area, and Far Southwest Side regions have neither types of language programs.

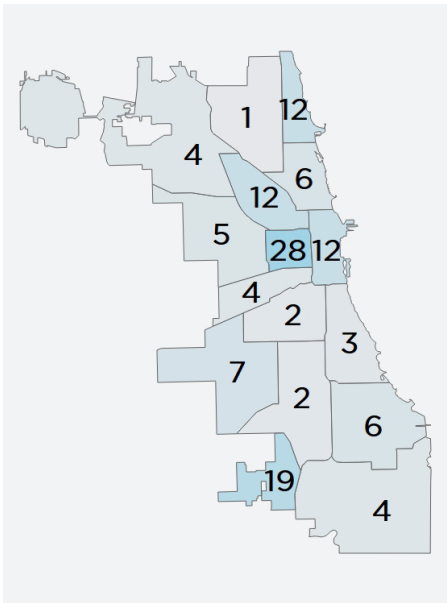
Selective Enrollment elementary programs (Regional Gifted Centers, Classical, and Academic Centers) are present in 12 regions. Selective enrollment schools and programs admit students using a testing process.

NOTE: Program density calculations do not include programs that have been approved but not yet implemented.



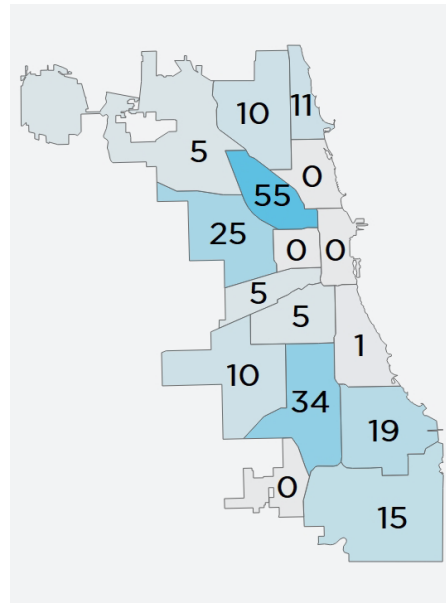
Do Students Have Access to the Variety of Schools and Programs Offered?

Elementary IB



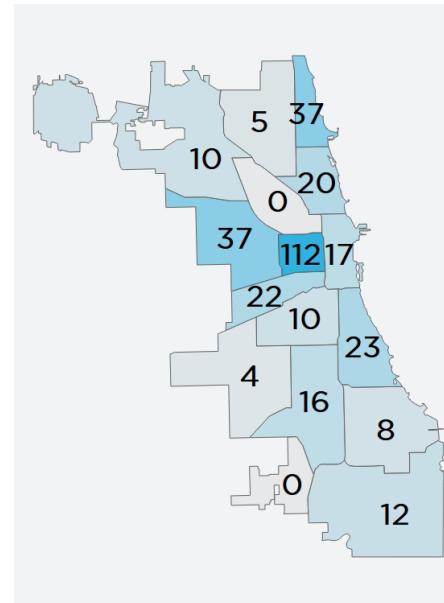
All regions offer some elementary International Baccalaureate (IB) programming. The Near West Side and Far Southwest Side regions have the highest density of seats per students. Elementary IB programs have no admissions criteria.

Elementary PL



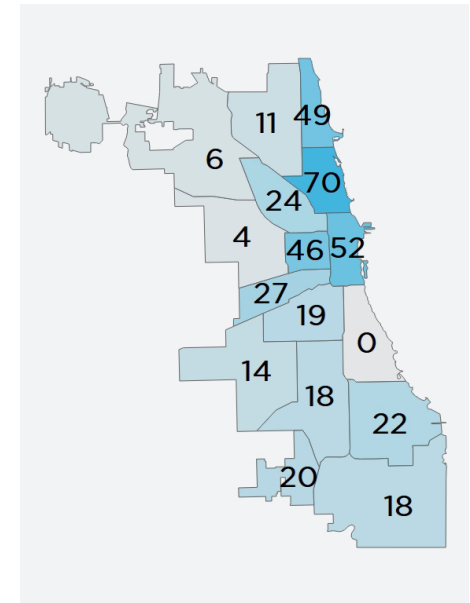
Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. These data include schools that are on the path to schoolwide adoption of this approach. The Greater Milwaukee Avenue, South Side, and West Side regions have the highest density of elementary seats per students.

Elementary STEM



STEM elementary programs includes STEM, STEAM, Math, Science, Engineering, and Technology Magnet and Magnet Cluster programs. The Near West Side region has the highest density of seats (112 seats per 100 eligible students).

Elementary Arts



Nearly all regions have Magnet/Magnet Cluster Fine & Performing Arts programs. The Greater Lincoln Park, Central Area, North Lakefront, and Near West Side regions have the highest densities of seats per students.

NOTE: Many schools offer arts programming outside of magnet schools/magnet cluster programs. Schools receive a Creative Schools Certification, indicating the strength of their arts programming. More information can be found on each school's profile page.

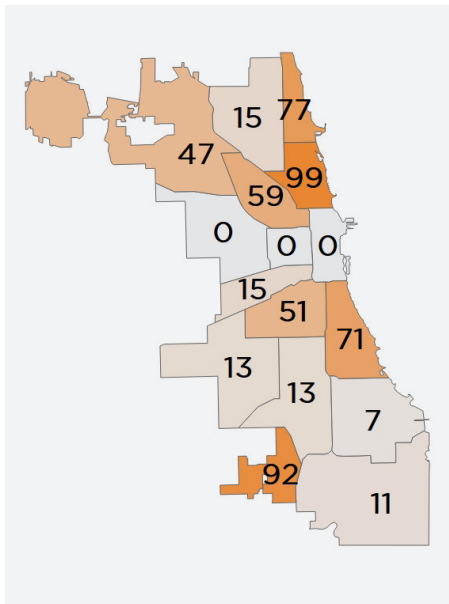
NOTE: Program density calculations do not include programs that have been approved but not yet implemented.



Do Students Have Access to the Variety of Schools and Programs Offered?

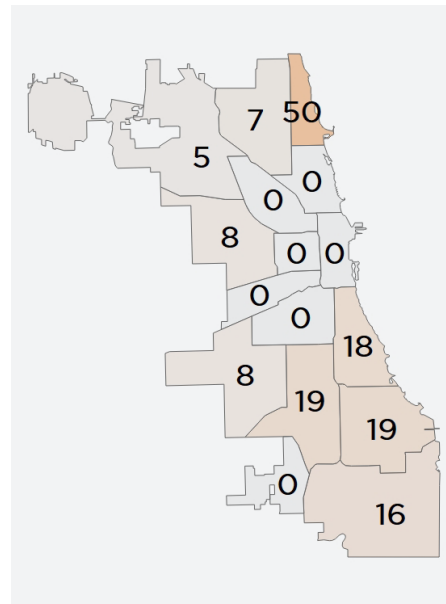
PROGRAM DENSITY: The Program Density Index measures the “density” of certain academic programs in each region. The index is calculated as the number of program seats per 100 age-eligible CPS students who reside in the region; this index can be used to compare program availability across regions. For high school programs, this index is calculated using the number of seats available for 9th grade via the GoCPS application process and the number of 9th graders who reside in the region. For more information about types of programs, visit <https://cps.edu/Pages/AcademicProgramRFP.aspx>.

High School IB



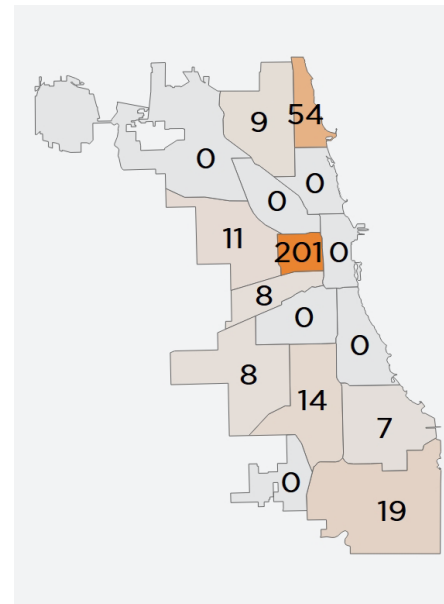
Most regions offer high school International Baccalaureate (IB) programs, although there is a disparity in density. The highest concentration of IB seats are in the Greater Lincoln Park and Far Southwest region. The West Side, Near West Side, and Central Area regions have no high school IB programs. High school IB diploma programs have admissions criteria.

High School PL



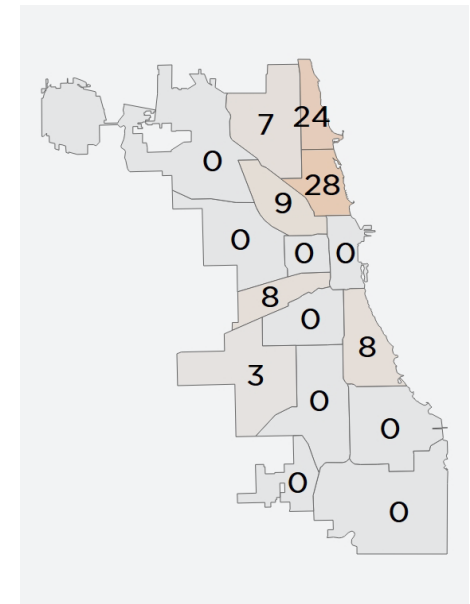
Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. These data include schools that are on the path to schoolwide adoption of this approach. The North Lakefront, Greater Stony Island, and South Side regions have the highest density of high school seats-per-students.

High School STEM



Early College STEM high schools offer technology curricula, college credit, and corporate partnerships. They are in eight regions across the city. Note: Many schools may offer STEM programming outside of magnet schools/magnet cluster programs and early college STEM schools.

High School Arts



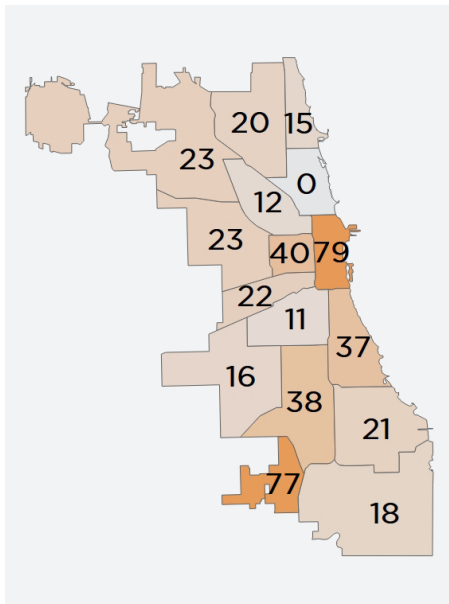
Fine & Performing Arts high school programs are available in seven regions across the city.

NOTE: Program density calculations do not include programs that have been approved but not yet implemented.



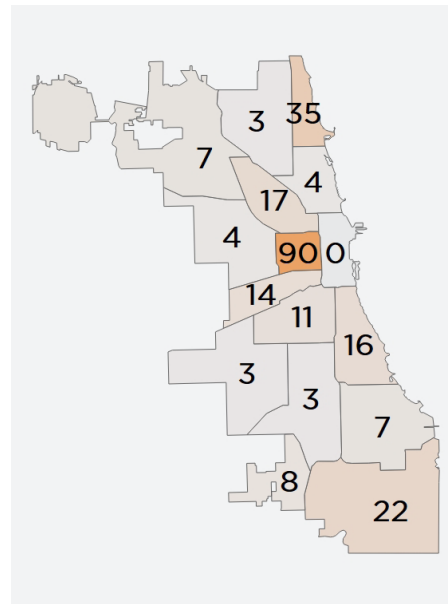
Do Students Have Access to the Variety of Schools and Programs Offered?

Career & Technical Education (CTE)



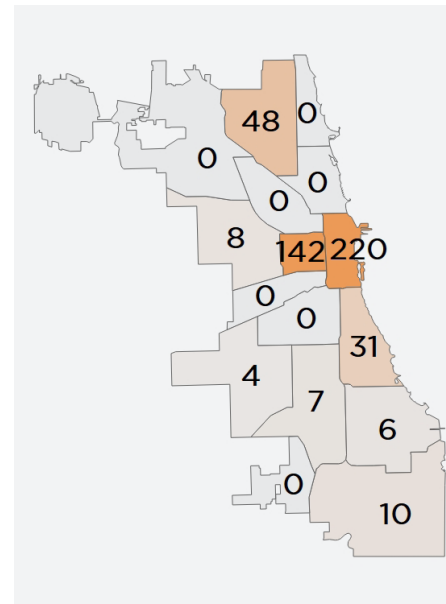
Career & Technical Education (CTE) high school programs are relatively dispersed throughout the city. All regions offer some type of CTE programming except for the Greater Lincoln Park, Near West Side, and Far Southwest Side regions. Some CTE programs have admissions criteria but others are open enrollment.

Military & JROTC



Military high schools have specific admissions criteria and are in six regions but those regions are relatively spread out across the district. There are 39 traditional JROTC (Junior Reserve Officer Training Corps) programs in high schools across nearly all regions.

Selective Enrollment



There is disparity in Selective Enrollment high schools and program availability and density throughout the city: the Central Area, Near West Side, and Northwest Side regions have a high concentration of selective enrollment seats. Selective enrollment programs have admissions criteria.

NOTE: Program density calculations do not include programs that have been approved but not yet implemented.



Do Students Have Access to the Variety of Schools and Programs Offered?

SEATS PER 100 STUDENTS

Region	International Baccalaureate (IB)	STEM	Personalized Learning	Fine & Performing Arts	Dual Language	World Language
Bronzeville / South Lakefront	3	23	1	0	0	11
Central Area	12	17	0	52	0	0
Far Northwest Side	4	10	5	6	6	3
Far Southwest Side	19	0	0	20	0	0
Greater Calumet	4	12	15	18	0	10
Greater Lincoln Park	6	20	0	70	12	15
Greater Midway	7	4	10	14	17	0
Greater Milwaukee Avenue	12	0	55	24	45	24
Greater Stockyards	2	10	5	19	8	5
Greater Stony Island	6	8	19	22	0	14
Near West Side	28	112	0	46	0	18
North Lakefront	12	37	11	49	0	0
Northwest Side	1	5	10	11	22	4
Pilsen / Little Village	4	22	5	27	21	12
South Side	2	16	34	18	0	6
West Side	5	37	25	4	3	2

1. Programs listed do not have admissions criteria for enrollment.
2. STEM elementary programs includes STEM, STEAM, Math, Science, Engineering, and Technology magnet and magnet cluster programs. Many schools may offer STEM programming outside of magnet schools/magnet cluster programs.
3. Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. This data includes schools that are on the path to schoolwide adoption of this approach.
4. Many schools offer arts programming outside of magnet schools/magnet cluster programs. Schools receive a Creative Schools Certification, indicating the strength of their arts programming. More information can be found on each school's profile page.

NOTE: Several elementary schools are currently incubating programs that are not included in the figures above. The following elementary schools will begin Dual Language programming next school year: Clark (West Side), Eberhart (Greater Midway), Funston (Greater Milwaukee Avenue), Goethe (Greater Milwaukee Avenue), and Salazar (Central Area). The following schools will begin Fine & Performing Arts programming next school year: Cameron (West Side), Belmont-Cragin (Far Northwest Side), Till (Bronzeville/South Lakefront), and Portage Park (Far Northwest Side). The following elementary schools are incubating or are candidates for authorization for the IB Primary Years program: Faraday (West Side), Fiske (Bronzeville/South Lakefront), Josephine Locke (Far Northwest Side), McPherson (Northwest Side), and Moos (Greater Milwaukee Avenue). The following elementary schools are incubating or are candidates for authorization for the IB Middle Years program: Belding (Northwest Side), Fairfield (Greater Midway), Little Village (Pilsen/Little Village), and Pickard (Pilsen/Little Village). The following elementary schools will begin Personalized Learning programming next school year: Addams (Greater Calumet) and Hawthorne (Greater Lincoln Park). The following elementary school will begin to phase in a Regional Gifted Center next school year: McPherson (Northwest Side). The following elementary schools will begin STEAM programming next school year: Chase (Greater Milwaukee Avenue), Earhart (Greater Stony Island), Evergreen (Greater Stockyards), and Peterson (Northwest Side). The following elementary schools will begin STEM programming next school year: Columbia Explorers (Greater Stockyards), Cuffe (South Side), Everett (Greater Stockyards), Peck (Greater Midway), Shoop (Greater Calumet), and Pickard (Pilsen/Little Village).



Do Students Have Access to the Variety of Schools and Programs Offered?

SEATS PER 100 STUDENTS

Region	Selective Enrollment	International Baccalaureate (IB)	STEM	Personalized Learning	Fine & Performing Arts	Military/JROTC
Bronzeville / South Lakefront	31	71	0	18	8	16
Central Area	220	0	0	0	0	0
Far Northwest Side	0	47	0	5	0	7
Far Southwest Side	0	92	0	0	0	8
Greater Calumet	10	11	19	16	0	22
Greater Lincoln Park	0	99	0	0	28	4
Greater Midway	4	13	8	8	3	3
Greater Milwaukee Avenue	0	59	0	0	9	17
Greater Stockyards	0	51	0	0	0	11
Greater Stony Island	6	7	7	19	0	7
Near West Side	142	0	201	0	0	90
North Lakefront	0	77	54	50	24	35
Northwest Side	48	15	9	7	7	3
Pilsen / Little Village	0	15	8	0	8	14
South Side	7	13	14	19	0	3
West Side	8	0	11	8	0	4

1. Selective Enrollment, Military, and IB programs have admissions criteria for enrollment.
2. Many schools may offer STEM programming outside of early college STEM schools.
3. Personalized Learning is a learner-driven instructional model that fosters 21st century skills by empowering every student to actively co-design their learning path, pace, and environment according to their individual needs, strengths, and interests. This data includes schools that are on the path to schoolwide adoption of this approach.
4. Many schools offer arts programming outside of these specific Fine & Performing Arts programs. Schools receive a Creative Schools Certification, indicating the strength of their arts programming. More information can be found on each school's profile page.

NOTE: Several high schools are currently incubating programs that are not included in the figures above. The following high school will begin Dual Language programming next school year: Roosevelt HS (Northwest Side). The following high school will begin Early College STEM programming next school year: Chicago Military Academy at Bronzeville (Bronzeville/South Lakefront). The following high schools will begin Fine & Performing Arts programming next school year: Collins HS (West Side) and Wells HS (Greater Milwaukee Avenue). The following high school is in the pre-candidacy phase for the IB Middle Years program: Clark HS (West Side). The following high school will begin STEAM programming next school year: Steinmetz HS (Far Northwest Side).



Do Students Have Access to the Variety of Schools and Programs Offered?

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	9	0	2	4	0	18	4
Central Area	26	26	9	0	9	0	9
Far Northwest Side	8	3	2	2	2	6	0
Far Southwest Side	0	0	0	0	17	0	60
Greater Calumet	0	2	2	2	7	5	0
Greater Lincoln Park	0	0	0	0	0	0	0
Greater Midway	4	2	1	1	4	2	2
Greater Milwaukee Avenue	0	2	4	2	2	2	0
Greater Stockyards	2	0	2	0	0	5	2
Greater Stony Island	8	2	3	3	0	2	3
Near West Side	10	10	0	10	0	0	10
North Lakefront	0	0	0	7	4	0	4
Northwest Side	3	2	3	1	10	0	1
Pilsen / Little Village	4	2	4	4	6	0	2
South Side	11	4	7	0	7	1	8
West Side	2	11	3	2	2	3	0

CTE: Building/Transportation includes Manufacturing and Engineering pathways.

CTE: Other includes Agriculture & Horticulture, Personal Care Services, and Family & Consumer Services.

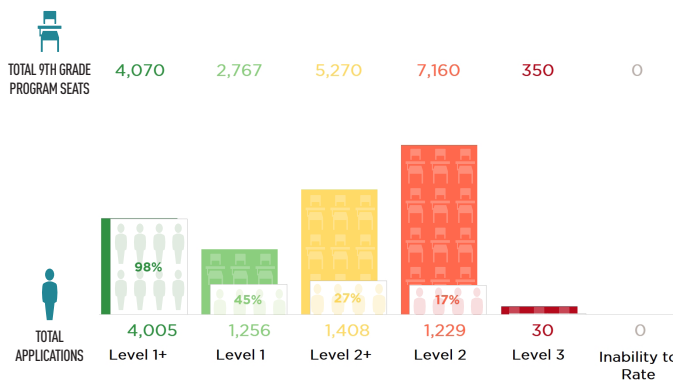
Pre-Engineering, Pre-Law, and Health Sciences programs have admissions criteria.



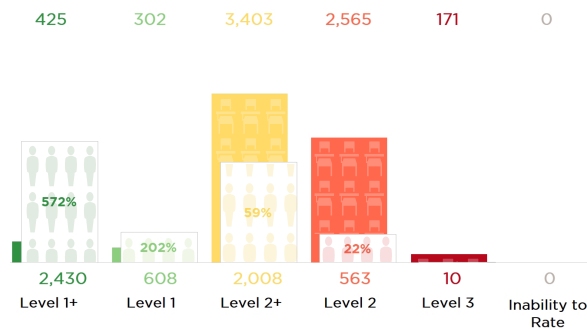
How Does Student Demand Compare to Current Program Seats?



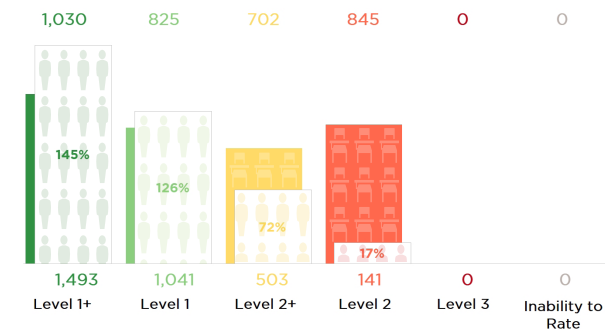
General Education



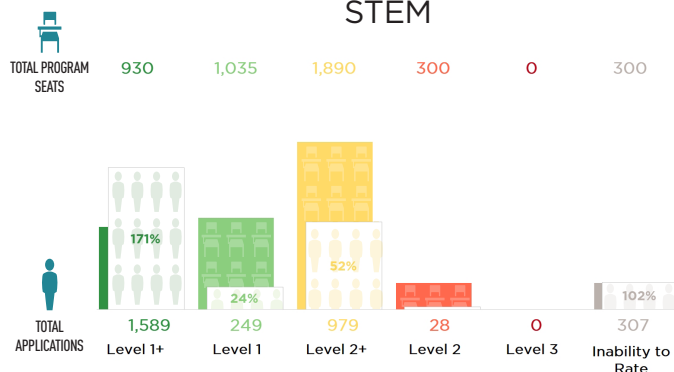
Career & Technical Education (CTE)



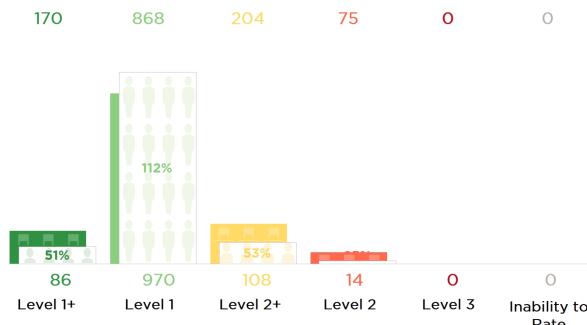
International Baccalaureate (IB)



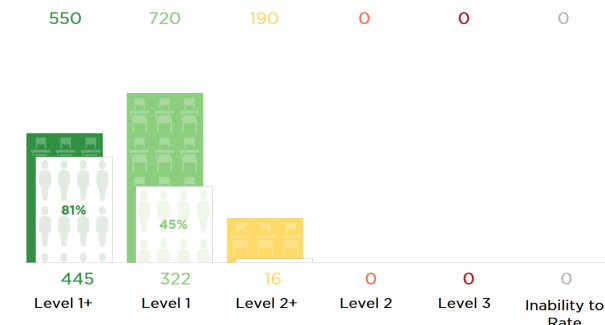
STEM



Fine & Performing Arts



Military & JROTC



In the 2017-18 school year, CPS launched a new high school application process, GoCPS, which created a single application and timeline for all high schools. Only high school programs that require an application for admissions are included. Applicants were asked to rank order the schools and programs on their application in order of preference. Students are guaranteed a seat in the general education program at their zoned/neighborhood high school and did not have to submit an application for that program. For more information about the GoCPS application process, visit <http://go.cps.edu>.

These graphs show high school program choices that were ranked No. 1 by applicants using the GoCPS application. These graphs compare the number of applications to different programs and the total number of program seats. Programs of all types in Level 1+/1 schools had a high number of applications. For example, there were 2,534 applications to International Baccalaureate programs at Level 1+/1 schools, with 1,855 program seats. However, there were also a high number of applications of all kinds to Level 2+ schools. For example, there were 2,008 applications to Level 2+ Career & Technical Education (CTE), with 3,403 program seats.

NOTE: These charts shows schools' SQRP Level for the 2018-2019 school year, the year in which these 8th grade students applied to high school.



Community Schools

SCHOOL TYPE

ELEMENTARY SCHOOLS



Attendance Area



Citywide

HIGH SCHOOLS



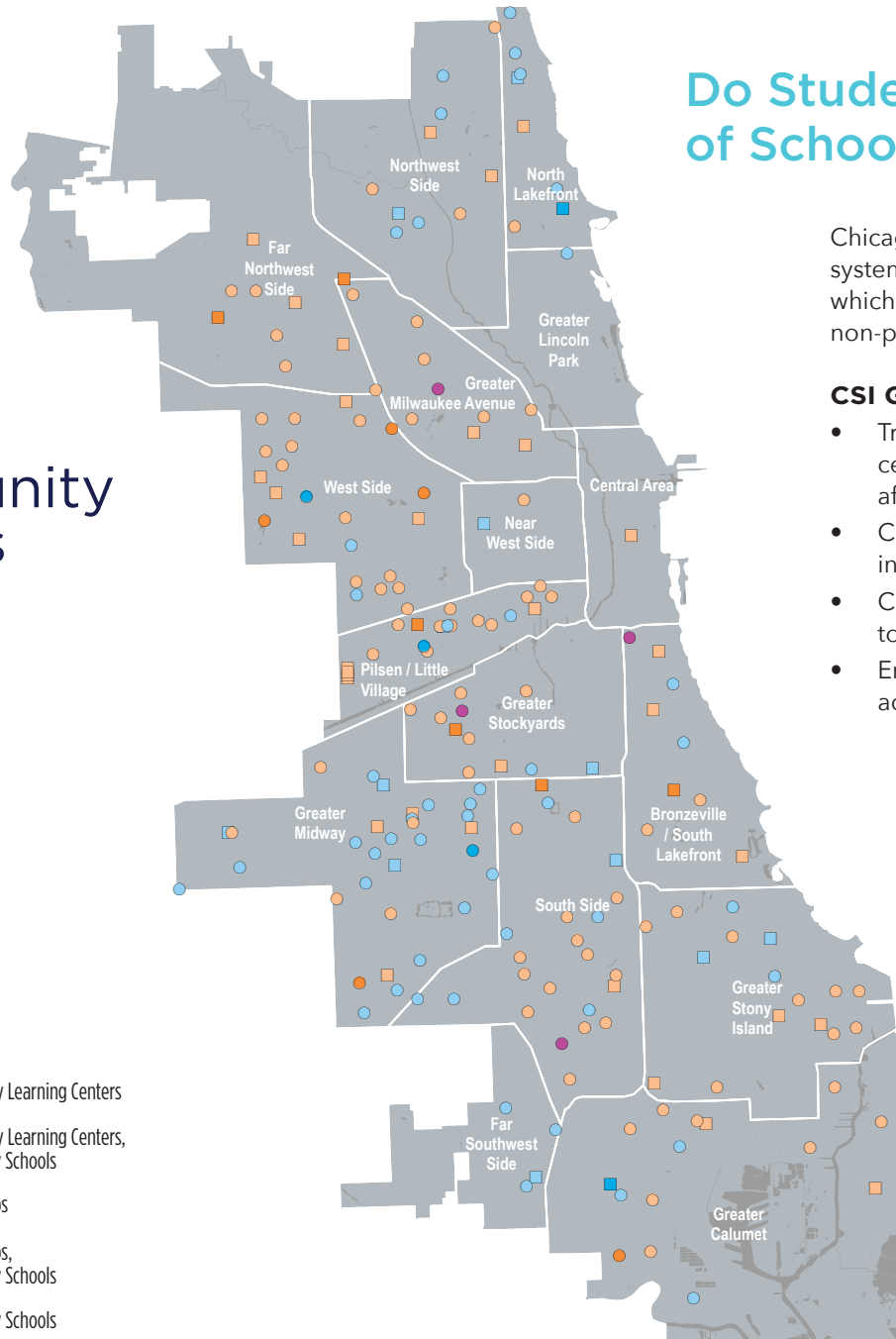
Attendance Area



Citywide

PROGRAMS

- 21st Century Community Learning Centers
- 21st Century Community Learning Centers, Sustainable Community Schools
- CSI External Partnerships
- CSI External Partnerships, Sustainable Community Schools
- Sustainable Community Schools



Do Students Have Access to the Variety of Schools and Programs Offered?

Chicago Public Schools manages one of the largest community school systems in the nation, known as the Community Schools Initiative (CSI), which supports 213 schools in partnership with more than 40 leading non-profit organizations.

CSI GOALS ARE TO

- Transform and maintain selected public schools to become the centers of their communities, with campuses open mornings, afternoons, evenings, weekends, and into the summer
- Connect children and families to a range of services that foster individual and economic well-being
- Counteract the effects of a range of negative factors that contribute to students' lack of opportunities and underachievement
- Engage parents and the community to improve academic achievement

CSI serves 28,993 students and 5,516 parents across three models:

1. 21st Century Community Learning Centers (CSI 21st CCLC): District-Managed
2. CSI External Partnerships (CSIx): Partner Agency-Managed, awarded grants with CPS as co-applicant
3. Sustainable Community Schools (SCS): Partnership with the Chicago Teachers Union

CPS POLICIES AND TERMS REFERENCED IN THIS REPORT

To build common understanding, this report references the following Chicago Public School policies and terms outlined below.

SCHOOL QUALITY RATING POLICY (SQRP)

The School Quality Rating Policy (SQRP) is CPS's policy for measuring annual school performance. The ratings for the 2019-20 school year (based on 2018-19 data) are the sixth set of school ratings determined under SQRP. The SQRP is a five-tiered performance rating based on a broad range of indicators of success, including, but not limited to, student test score performance, student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. The metrics for elementary, traditional high schools, and Options high schools are different but the rating levels (Level 1+, 1, 2+, 2, and 3) are consistent across school types. Level 1+ is the highest level and Level 3 is the lowest level. For more information, visit www.cps.edu/sqrp.

SPACE UTILIZATION STANDARDS

CPS calculates seats based on the total number of instructional classrooms available in the main/permanent building. An elementary school building's ideal capacity (IC) is derived first by multiplying the total number of classrooms by 77%, rounding down to the nearest whole number, and then multiplying this product by 30. Each high school's maximum capacity is identified as a function of the total number of classroom spaces multiplied by 30. In 2018-19, an update to the CPS space utilization standards resulted in a reduction in the number of classrooms used in the calculation of ideal capacity of a school building. Special education cluster program classrooms, Pre-K classrooms, and small classrooms are no longer included in the number of seats. For more information, visit https://www.cps.edu/About_CPS/Policies_and_guidelines/Pages/facilitystandards.aspx

ZONED SCHOOLS AND APPLYING TO SCHOOLS

Zoned schools have attendance boundaries. Every street address in the City of Chicago is assigned one attendance area (or neighborhood) elementary school and one neighborhood high school. To identify specific school boundaries, use the CPS School Locator, <https://schoolinfo.cps.edu/schoollocator/index.html>. Students can attend their designated zoned school without having to submit an application. Students can apply to attend another zoned school that has available seats and admissions is determined by a lottery. Citywide schools do not have attendance boundaries and admit students through a lottery.

Selective enrollment elementary (regional gifted centers, classical, and academic centers) and selective enrollment high schools have academic criteria for admissions. Magnet schools and magnet cluster programs specialize in one particular area, such as math/science, Montessori, or Humanities. Some are citywide and others have an attendance boundary but they do not have admissions criteria. In most cases, school bus transportation is provided to K-8 students attending elementary magnet schools who live more than 1.5 miles but less than 6 miles from the school. School bus transportation is provided to K-8 students attending selective enrollment elementary schools, within specified parameters. School-level admissions criteria referenced in this report are for students applying in the Fall of 2019. For more information about the school application process and admissions criteria, visit <http://go.cps.edu>. For descriptions of the program types, visit <https://cps.edu/Pages/AcademicProgramRFP.aspx>.

DISTANCE TRAVELED AND COMMUTE TIME

Distance traveled and commute time are calculated based on the student's home address and the address of their school. Commute time was calculated using Google Maps travel time estimations using the shorter travel time between walking and public transit. The analysis takes into account school start times and chooses routes that minimize travel and wait time. Any wait time before a trip starts is not included but wait times due to transfers are included.

OPTIONS HIGH SCHOOLS

Options schools serve students who need a new pathway toward high school graduation. CPS schools offer additional supports and services for students who have been out of school and seek to return or who may need opportunities to earn credits in an accelerated program. Some of CPS's campuses offer additional supports such as counseling and alternative schedules for students who may work during the traditional school day.



ANNUAL REGIONAL ANALYSIS

2019-2020

