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Chicago Public Schools and the Creation of Global Citizens

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LOYOLA UNIVERSITY CHICAGO

CHICAGO PUBLIC SCHOOLS AND THE CREATION OF GLOBAL CITIZENS

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ABSTRACT

This article examines the role different high schools in Chicago Public Schools play in providing students with the type of knowledge needed to better prepare them for success in a globalized society. As Chicago strives to solidify itself as a global city, its need to educate youth for a new economy are clear. The global economy demands that students are educated in science, technology, engineering, and math, world languages, expanded cultural perspectives, and attend a four-year college. Through a comparative analysis of the academic programming features at Chicago’s selective enrollment and neighborhood high schools, this study will answer the question: to what extent do the learning opportunities provided to students at different CPS high schools mirror the stratified workforce of the global economy? This research looks at how district-wide policies translate into different learning opportunities for students and the impact those differences have on postsecondary success in a global city.
CHAPTER ONE

GLOBALIZATION, SCHOOLS, AND DICHOTOMY

The world is becoming more interconnected every day. Rapidly growing metropolitan areas are incorporating characteristics of a globalized economy into their basic infrastructure, including transnational mobility of capital, a complex informational grid that creates and maintains a knowledge economy, and a sharp division in labor creating a highly stratified workforce (Lipman, 2004; Apple, 2014). With the growth of technology the expansion of a global society can be seen and international relationships are dependent upon the notion that knowledge is a commodity (Apple, 2014).

In a global society many cities are, or are becoming, major actors in the development and maintenance of a knowledge economy through the educational policies they have implemented. Knowledge has always been seen as having a role in determining individuals’ chances of success, but, in a global society with a highly stratified workforce, the type of knowledge students receive is central in determining if they will be a high-paid professional or a low-paid laborer (Lipman, 2004). Any city attempting to be viewed as a global actor must make strategic policy decisions in an effort to create successful global citizens who can thrive in the economy.

In today’s global cities, scholars have observed the highly functioning capitalistic economy centers on different skill sets that create a two-tiered class system consisting of highly skilled professionals and low skilled laborers (Lipman, 2004). Chicago students are positioned by city leadership as the future of Chicago’s success in the global economy; therefore the type of
education they receive must be aligned to that goal. Chicago Mayor, Rahm Emanuel, explains the importance of the education Chicago students receive within this context when stating:

I will judge our success not based on whether Chicago is improving relative to itself, but how Chicago stacks up against cities across the country. This is…about the ability of our children to leave the public schools with the tools they need to excel in higher education and the workforce. Our local economy and global competitiveness require this investment in our children so they can thrive in higher education and the workforce (Emanuel, 2012).

With the mayor’s emphasis on ensuring that Chicago students will be successful global citizens through their education, it is important to acknowledge that education must continue after high school for a large portion of students. The growth of a global city creates a center for specialized skills and highly paid professionals, therefore success in a global city requires post-secondary education. However, as Lipman (2004) argues, it often also has low skilled workers who do not need to attend college to be members of the global city (Barrow, 1996). While the success of many global societies is dependent on having both high skilled and low skilled workers, the purpose of this research is specifically to discover the extent to which CPS schools model this workforce through the academic opportunities students receive and whether those opportunities are predetermining student postsecondary success.

Chicago Public Schools educates approximately 400,000 students (CPS, 2015a) who, according to Mayor Emanuel (2012), are being educated in a global city to be successful in a global city. In an effort to provide high quality education, former Mayor Richard Daley and current Mayor Emanuel developed and maintained a series of public school options to promote school choice. In CPS the most elite high school options are Selective Enrollment High Schools (SEHS), which are defined by CPS (2015b) as high schools that “provide academically advanced students with a challenging college preparatory experience,” offering students “a rigorous
curriculum with mainly honors and Advanced Placement (AP) courses” (15). Contrasting these
highly selective schools are neighborhood high schools, which accept all students who live
within a designated area around the school, in most cases, offering students courses that only
meet basic graduation requirements (CPS 2015b). The various types of high schools in Chicago
are intended to provide students and parents the best type of school for their individual
educational needs, but this policy is equivalent to academic tracking at a district-wide level, a
policy that has received much criticism.

Academic tracking is a policy intended to provide students with the curriculum and rigor
they need to be successful in school based off their individual skills and interests. Critics argue
that it limits students’ growth because it provides students with different levels of access to
knowledge, ultimately impacting their chances of success in college and the workforce (Oakes,
1986). Students who are placed in “high tracks” receive a more relevant and advanced
curriculum than students in “low tracks” (Oakes, 1986), similar to the curricula provided at
SEHS and neighborhood schools (CPS, 2015b). This connection shows students in SEHS receive
a more challenging curriculum than their counterparts in neighborhood high schools, ultimately
impacting their chances at college admissions.

According to Generation All (2016), a Chicago organization with the goal of providing
neighborhood schools with the same resources as Selective Enrollment High Schools, 40% of all
Chicago school students are enrolled in college with 71% of those students coming from
Selective Enrollment High Schools and 29% coming from neighborhood high schools.
Postsecondary education is a critical piece of being successful in a global society. This places an
importance on understanding exactly what knowledge is the most useful for students and which CPS schools provide students with that knowledge.

**Chicago as a Global City**

In a 2010 study focused on ranking global cities conducted by A.T. Kearney and the Chicago Council, the city of Chicago was ranked sixth (Longworth, 2012). This was determined by assessing five different characteristics that are central to global cities: “business activity, human capital, information exchange, cultural experience, and political engagement” (Kearney, 2010). The large, diverse population and many international corporations, including law firms and stock exchanges, make Chicago a strong site for globalization. While Chicago increases its ties to the global economy with these corporations, it also strives to maintain them by creating a population that can be actors in that society through its public schools. Chicago Public Schools has a total of 517 district-run schools, which are responsible for just under 400,000 students (CPS, 2015a). As arguments for creating global students focus on STEM education, world languages, cultural understandings, and college enrollment, students who attend SEHS are given the education and skills more closely related to those focus areas, providing them with greater chances of upward mobility in a global society. CPS has eleven Selective Enrollment High Schools, which require students to go through a testing and application process in order to be admitted. Selective enrollment high schools provide students with curricular and extra-curricular offerings that impact student success. Differences can be seen in course offerings at SEHS and neighborhood schools, including honors, AP, and world language options, as well as in the extracurricular options provided to students (CPS, 2015b; Klugman, 2012; Roderick, Nagaoka and Coca, 2009). SEHS not only have more AP and world language course offerings than
neighborhood schools, they also have higher rates of college enrollment and average ACT scores. Acknowledging these differences is important in working towards discovering if and how the programs offered in these schools are modeled after the larger global city they operate in. SEHS are able to provide students with a variety of academic programming options such as smaller classes, a wide range of courses, a variety of student organizations, and opportunities to travel and interact with other cultures. At Lindblom Math and Science Academy, a Selective Enrollment High School on the City’s South Side, students are offered courses in Arabic and Chinese (CPS, 2015b). It is no surprise these are the languages offered, as they have been determined as the two most important languages for global citizenship (The Chicago Council of Global Affairs, 2015). Lindblom students exposed to these two world languages are being prepared specifically for the global economy. Along with acquiring a second language, students in the courses are also taught about different cultures and are given opportunities to travel and interact with students from other countries. Students enrolled in Arabic courses at Lindblom engage with the language on an international stage by traveling to Qatar and participating in an Arabic-language debate competition (The Chicago Council of Global Affairs, 2015). The experiences provided at Lindblom are similar to those at other Selective Enrollment High Schools, but are rarely seen in neighborhood high schools. The world language course offerings and the applicability to the global economy is one small example of the discrepancies of the types of knowledge provided to Chicago’s students. The policy that enables this type of school choice leads to differential learning opportunities, which ultimately position students differently for success in a global society.
Review of Research Literature

This study focuses on globalization and educational policy in Chicago—more specifically, it focuses on how knowledge provided through high school curriculum aligns students to different postsecondary paths and degrees of success. Understanding these concepts requires research from areas of globalization, knowledge development, educational policy, and correlations between high school curriculum, college enrollment and degree attainment. Bodies of research from these areas better define the role education plays in a global society and specifically what that education consists of. Furthermore, knowledge development is an important topic in any educational research, but it also plays a role in ensuring student success. This research also provides information regarding why college is necessary in a global society and what types of knowledge colleges require students to have.

Globalization and education.

Research on globalization and education uses one of four theoretical perspectives: world culture, world systems, postcolonial, and culturalist (Spring, 2008). Each of these perspectives highlights a different aspect of globalization, but they all incorporate the role education plays in it. It is challenging to draw directional arrows between the influences of globalization and education as they strongly influence each other. Carnoy and Rhotten (2002) attempt to explain how relationships between globalization and educational change. In doing this, they look at knowledge production and transmission as it relates to and interacts with the development of the global economy. Their analysis outlines the complexities of drawing connections between education and globalization, as the relationship is multidirectional (Carnoy and Rhotten, 2002).
Their research reveals not only the muddiness of understanding globalization and education, but also the importance of it.

Globalization and knowledge production research looks to the influences of political and cultural factors on school policy. Analysis of the politics of knowledge, power, and schooling can be found in multiple bodies of work with rich research completed on the concepts of knowledge production, how it is used in schools, and its effects. All knowledge is produced and disseminated to achieve a particular goal (Apple, 2002, 2014). In the case of Chicago Public Schools, the past two mayors, Daley and Emanuel, and their mayoral controlled school board have put a strong emphasis on the importance of developing global citizens to allow Chicago to compete in the global economy (The Chicago Council of Global Affairs, 2012; Emanuel, 2012). The types of curriculum offered to students must be understood when analyzing the impact Selective Enrollment High School and neighborhood schools have on knowledge development and the positioning of student for success in the global economy.

**Neoliberal education reform and Chicago schools.**

The dominant groups in the city’s politics largely drive Chicago, like other global cities, causing a type of hegemonic control over school policy (Franzway, 2005). Applying Franzway’s (2005) ideas to Chicago education policy in relation to the stratified workforce of the global economy can be helpful because she details how these hegemonic forces have oppressed people living in poverty, minorities and women. Her introduction and analysis of “Globalization from Above” (2005) helps establish some context for this research by showing the role policy makers have in constructing knowledge for a global society. The arguments she brings forth are at the heart of neoliberal education reform and are present in Chicago. The application of her findings
to an analysis of school choice, specifically in SESH and neighborhood high schools, can shed light on the types of opportunities for knowledge production and who receives what kind.

The concept of Selective Enrollment High Schools is related to neoliberal education reform and policies of school choice, standardized testing, and accountability. In CPS specifically, neoliberal reform has been operating since at least 1995 when Mayor Richard M. Daley gained complete control over education policy with the passing of the Chicago School Reform Act (Lipman, 2002; Carl, 2009; Menefee-Libey, 2010). Since then, CPS has become a school system driven by standardized tests, resulting in the livelihood of schools being dependent on accountability and school choice. Lipman (2008) connects the ideas of neoliberal educational policy in Chicago to its attempts to put schools in the center of an economic restructuring, one that requires specialized workers. She argues this was done to create “a highly segmented and stratified labor force, gentrification, and displacement of working-class and low-income communities, particularly communities of color, and Chicago’s drive to become a first tier ‘global city’” (Lipman, 2008, 51). These ideas helped lead to the implementation of school choice as part of a larger portfolio management model, which allows students and parents to choose the best school for their child’s needs (Menefee-Libey, 2010; Apple, 2005). Setting up competition between schools forces them to produce high test scores and maintain high enrollment numbers, with the belief that the schools that are underperforming will eventually have to be closed because of low demand.

CPS Selective Enrollment High Schools are a part of this dynamic and because they have proven to be “successful” in this type of management model they have received extra funding and resources for their schools. This ultimately helps their students become more equipped to
navigate the global society. (Lipman, 2002; Menefee-Libey, 2010). In this model of school choice, SEHS become rivals of neighborhood high schools, and, while there is still choice in applying, admission to SEHS is not guaranteed. The strongest piece of research found on globalization and its affects on educating Chicago’s youth is in Lipman’s (2002, 2008) work. She uncovers how Chicago’s attempt to become a more global city affects minority groups by implementing standardized tests, accountability programs, and special school programs. With this research she argues that neoliberal education policies and educating students for global societies has widened the gap between Chicago’s racial groups and social classes. Lipman’s (2002, 2008) research shows the increasing pressures the globalized economy has on district wide policies. This study will further that research by analyzing district-wide educational policies in the context of a global city by comparing SEHS and neighborhood schools. Aligning the programs and curriculum offered in the two different types of high schools shows what opportunities for knowledge development are being provided as well as how these schools compete with each other throughout the city.

**High school knowledge and college admissions.**

Research on college admissions and the role high school education plays in it have found that there are multiple factors influencing student chances of being accepted into and finishing college. Colleges and universities at every level have a set of requirements for students to meet before being accepted. Students who display “marks of distinction” (Klugman, 2012), including enrollment in AP and honors courses, high ACT/SAT scores, and extracurricular involvement have a heightened chance to be accepted into more selective colleges and universities (Roderick, Nagaoka, and Coca, 2009; Geiser and Santelices, 2004). Enrollment in AP courses enhances
student chances of college enrollment, and also enhances the chances of student success towards achieving a degree (Klopfenstein and Thomas, 2009). This research helps determine what knowledge colleges are searching for and will assist in showing why some CPS schools are more successful at getting their students accepted into colleges than others.

**Research question.**

The growth of the global economy calls for the restructuring of societies and the individuals who are intended to be actors in it. As Chicago continues to position itself as a global city a consideration of the school system that operates within it is important since education is a central aspect of successful global cities (Apple, 2005; Carnoy & Rhotten, 2002). This study strives to understand the extent to which different CPS high schools reflect the stratified workforce of the global city. Within the context of the global city, knowledge is power and is a tool for establishing academic and career success. In order to discover how knowledge transmission at different CPS high schools translates into postsecondary success in a global city, an analysis of curricular factors at each high school type must be completed. Through a comparative analysis of the academic programming features at Chicago’s selective enrollment and neighborhood high schools, this study will answer the question: to what extent do the different learning opportunities provided to students at different CPS high schools mirror the stratified workforce of the global economy? This research looks at how district-wide policies translate into different learning opportunities for students while incorporating the social, cultural, and political aspects of American schooling and their effects on student life after high school in a global city.
CHAPTER TWO
RESEARCH METHODS

An attempt to understand the extent to which CPS high schools reflect the stratified workforce of a global city requires a comparison of specific school data to show how educational opportunities transfer into postsecondary achievement. Success in a global city is largely tied to postsecondary education. With that in mind, a comparison of the types of knowledge offered through the courses provided at different CPS high schools, paired with average ACT scores, college enrollment and persistence rates, and school demographics will show if different high school types already reflect the stratified workforce of the global city and to explain whether the opportunities afforded to students at these schools allow them to decide which postsecondary paths to follow or if those opportunities place them on a largely predetermined paths.

Data for this study relies on a large, cross-tabulated quantitative data set intended to shed light on the relations between the academic programming of different CPS high schools and their overall relation to the larger global society they operate in. In comparing the different high schools, the eleven CPS selective enrollment high schools were aligned with a neighborhood located within a 2.5 miles radius. There is one exception to this criterion, as Jones College Preparatory Academy does not have a neighborhood school within a 2.5 miles radius; instead, it will be compared to the neighborhood school that is closest, which is 3.8 miles away. The data for each school will be broken down into four main categories: school type demographics, access
to college, degree attainment, and marks of distinction. School type demographics will take two approaches. Each school type will be compared to the overall district-wide demographics to see how the different high schools represent the total student population. In addition to this, the demographics from each school type will be compared directly to each other. This comparison will include race and ethnicity, students receiving free or reduced priced lunch, and the percentages of economically disadvantaged students to illustrate the socioeconomic status of each school type’s population. Moving from this category, an analysis of the degree of access to college students at each high school type are provided with through the type of knowledge they receive. This category compares each school’s college enrollment with Advanced Placement (AP) and Dual Credit course offerings, as well as the courses provided beyond those mandated by CPS for graduation. Concluding this category, a comparison of each school type’s average ACT score will be used to understand differences in college enrollment and bring the analysis into the third category, degree attainment.

Success in a global city is not simply dependent on getting into college, but obtaining a degree. Average ACT scores are used to predict the college readiness of high school students, but in order to establish a deeper comparison of the two school types college persistence, college readiness, and Early College Credit and Career Certification (ECCC) rates will also be included. At the conclusion of this third category a concise comparison of the knowledge provided as it relates to access to college and degree attainment will be illustrated. Following this, the addition of a fourth category, marks of distinction, will be useful in understanding the specialized academic and extracurricular programming offered at each school type. This category is unique in that while it analyzes indicators of college enrollment and success, it also takes a critical look
at specific skills required in for success in global societies like cultural awareness and the ability to communicate in multiple different languages.

**Data Collection and Analysis**

The collection of data for this study was driven by the main components of a global city and uncovering to what extent they are present in the different school types. Areas of analysis include: demographics, academic programming features, access to postsecondary education, and rates of college persistence and degree attainment. The eleven SEHS have a larger population than the neighborhood high schools. The population difference at each collective high school type required adjustment to accurately reflect its true impact of the specific areas of analysis. The first step of adjusting the data for each school type was to set up a proportion for each specific category of data. For example, the total population of SEHS students and the amount of AP course offerings compared to the total population of neighborhood students established the number of AP courses neighborhood schools would need to offer to be equivalent to SEHS. After establishing the equivalent number, the actual number of courses was used to determine the percentage of courses offered at the neighborhood schools. This method was used for each category of data to accurately illustrate the similarities and differences between the two school types and ensure consistency by representing all data in percentages.

In an attempt to determine the extent to which CPS high schools mirror the stratified workforce of the global economy, one of the initial data sets will be showing the demographics of the entire district alongside the collective demographics of the schools in the sample set. The information for this data has been compiled from a variety of sources. The specific student body population and demographic breakdown from each school are from the “CPS High School Guide
2016-2017,” (CPS, 2015b), which was released in the beginning of 2016 and provided information from the 2015 school year to inform parents of school profiles and any application requirements. After collecting the population and student demographic information from each school, schools were grouped into SEHS and neighborhood in order to determine the overall demographic percentages for each school type. Additionally, the racial and ethnic percentages of each school and the percent of economically disadvantaged students will be presented as well in an attempt to establish the unique characteristics of each school type and the students they serve. The percentages for the economically disadvantaged students and students receiving free or reduced lunch originated from each school’s “2016 School Progress Report” (CPS, 2016bx-ss), a document released for every school following the 2015 school year. Once this data was gathered, each school’s student population was then used to determine the amount of students that fell into those categories, the sum of all schools within a school type were totaled and the overall percentage for each category and each school type was available. This specific set of initial data will serve as a tool to establish the context of the schools and will be referenced when new data is introduced.

After establishing each school’s context and how that compares to district wide demographics, an analysis of the academic programmatic features of each school will be presented. The findings of previous research (Barrow, 1996; Consortium on Chicago School Research, 2008; Geiser & Santelices, 2004) show that curricular intensity has an impact on college enrollment and college enrollment impacts student success in a global society. Focusing on the course offerings, specifically Advanced Placement, Dual Credit, and the variety of courses offered beyond CPS high school graduation requirements, will serve as a tool to analyze the
academic opportunities and knowledge available to students at each school type. In order to create the course offerings data set information about course offerings was collected from each schools’ website, “The CPS High School Guide 2016-2017” (CPS, 2015b), and for schools that had them available, a course description manual.

Postsecondary education is a marker of a global society and necessary to establish a high skilled workforce. Assessing the educational opportunities provided through the curricula at each school type is intended to uncover if there is a discrepancy between the schools and the impacts those have on student success in a global society. A comparison of curricula and average ACT scores will gauge levels of college preparedness. Referencing the “CPS High School Guide 2016-2017” (CPS, 2015b) reveals each school’s average ACT score, as well as the percent of students enrolled in college. Having the college enrollment for each specific school required calculating the exact number of students from each school then totaling those numbers to reach the percent of college enrolled students from each high school type. This information shows how many students have gained access to college, but not the type of college that students attend. To fill that void the average ACT scores and academic programming features like the amount of AP courses offered will be considered and applied to Illinois College Selectivity Chart (Consortium on Chicago School Research, 2008). This chart was developed to better understand and predict the types of colleges CPS students would have access to based off average ACT, unweighted GPA in core courses, and enrollment in AP and honors courses (Consortium on Chicago School Research, 2008). While average, unweighted GPAs were not accessible for this data set, the average ACT and enrollment in AP courses provide significant insight into the types of colleges
each high school type prepares students for, furthering this study’s attempt to understand CPS high schools and their relation to the larger global society they operate in.

The ability to access college in a global society is important for economic success in that it positions individuals to be in the highly skilled, high paid professional group. Each school type shows a degree of college access through the data analyzed, but that data does not extend to college success. The level of college readiness in students from each high school type is used to determine which group will have high levels of degree attainment. Each school’s “2016 School Progress Report” (CPS, 2016x-ss) provides the percent of students deemed “College Ready.” Paired with the college readiness percentages from each school, CPS (2016a), in a document released following the 2015 school year, provides the number of graduates from each school and how many of them received the Early College Credit and Career Certification (ECCC). This level of certification is achieved by students graduating from CPS “who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification program” and sheds light on the access high school students have to early college courses, an indicator of college enrollment and degree attainment (CPS, 2015c). Each school’s ECCC attainment has been calculated into the percent of graduates and then combined based on high school type to have a set of two percentages that illustrate how many neighborhood high school students and SEHS students receive ECCC. The ECCC indicator and CPS’s (2016a) determination of “College Readiness” ratings will be paired with the strongest predictors of college persistence from past CPS (2010-2014) reports to show how high school type demographics and course offerings impact college readiness levels and chances of degree attainment.
Thus far, the focus of the data has been on curricular intensity and how that translates to access to college, the degree of college selectivity, and chances of degree attainment, all of which are vital for success in a global society. A college education is one of the most important pieces in securing a high paid position in a global workforce, but there are other sets of knowledge that, while helpful in gaining access to college, are specifically necessary for navigating the global society. Using school course information (William Jones College Prep, 2016; Walter Payton College Prep, 2016, Northside College Prep, 2016; Westinghouse College Prep High School, 2016; Whitney Young Magnet High School, 2016; Lake View High School, 2016; Juarez High School, 2016; Al Raby High School, 2016; Mather High School, 2016), an analysis of world language, STEM, and Fine Arts curriculum will be considered. As used before, the number of course offerings, as well as athletic teams and clubs from each school will be established, and then adjusted to the appropriate proportion to ensure accurate data in light of different school type population sizes. With globalization’s emphasis of STEM education, heightened cultural awareness, and dual-language skills, this data will show the extent to which students are being prepared to be actors in a global society.

Global cities are dependent on the stratified workforce of its citizens, ultimately maintaining a group of privileged and underprivileged. The demographic make-up of the City of Chicago represents that dichotomy, and the data compared and evaluated in regard to each school type will shed light into whether CPS provides roughly equal opportunity for all students to move into the higher tier or if these policies predetermine students’ postsecondary paths.
CHAPTER THREE

FINDINGS

In the representations that follow the data set comparing the two high school types will be separated into the four categories of analysis: demographics, access to college, degree attainment, and marks of distinction. The data set for this research shows widespread discrepancies in each category of analysis, with SEHS serving students who are less economically disadvantaged and providing for more opportunities for education than the neighborhood schools. While each of these categories is independently significant, the summative picture this data set produces will be most helpful in understanding the extent to which CPS school types mirror the stratified workforce of the global economy.

Demographics

The following data shows the district-wide demographic break down of the student population as it compares to both SEHS and neighborhood schools. With the continued widening of the educational attainment, wage, and employment gaps between white and African Americans and Hispanics in the global economy it is important to see to what extent the CPS high schools in question already reflect that stratification (Lipman, 2008; Barrow, 2003). The demographics at each school type show a large discrepancy in the ethnicities of students served. The student population in CPS is largely comprised of Hispanic and African American students, with lower rates of white and Asian students (CPS, 2015a). When looking at the demographics
of the collective neighborhood high schools, their student populations more accurately reflect the demographics of the entire district, while SEHS show a higher degree of variance in their student populations, with SEHS serving more white and Asian students and less Hispanic and African American students than the district average. Specifically looking at the population of white students served in relation to each other and the district, the SEHS more than doubles the district average of white students served with 21.7% of their student population consisting of white students compared to the district’s 9.9% and the neighborhood schools’ 7%. This is significant when previously published CPS data (2010-2014) shows the highest rates of college enrollment and degree attainment being achieved by white students. The graph below illustrates how neighborhood high schools and SEHS compare to each other as well as to the overall demographics of the district.

Figure 1. Demographics by School Type and District.

Along with having disproportionately higher rates of white students than the entire district, SEHS also serve a lower percentage of Hispanic and African American students than
neighborhood schools and the district at large. Discrepancies in student body demographics are present when comparing the school types’ collective populations as well as when comparing SEHS and neighborhood schools closely located to each other. The SEHS, Albert G. Lane Technical High School (Lane Tech) is located 1.7 miles from the neighborhood school Lake View High School. Despite having a close geographic location, these schools serve widely different populations of white and Hispanic students; illustrated in the graph below.

Figure 2. Lake View/Lane Tech Demographic Comparison.

This discrepancies illustrated above are not unique to these two schools, but seen throughout the majority of the direct SEHS-neighborhood comparisons. Although schools like Lane Tech and Lake View High School are located close to each other, the demographic makeup of their student population show they each serve different groups of students.

According to Lipman (2008), a central aspect of a successful global economy is a stratified workforce with professionals and laborers. When this workforce is operating in a global city it develops a harsh dichotomy—a distinct line between rich and poor, privileged and underprivileged. In an attempt to explore the different school types role in a global city, looking
at the socioeconomic distribution of CPS students will show if the initial privileged and underprivileged dichotomy appears to exist in the schools. CPS (2015d) released the 2015-2016 school year data that detailed the number of students deemed economically disadvantaged. According to CPS (2015d) students who are economically disadvantaged “come from families whose income is within 185 percent of the federal poverty line.” This data is represented in the graph below, showing that neighborhood schools not only have higher rates of economically disadvantaged than the district average, but also higher rates than SEHS have, and neighborhood schools ultimately serve some of the poorest students in the city.

Figure 3. SES by School Type and District.

Socioeconomic data for each school type illustrates a clear divide between the social classes represented in the student populations they serve. The data represented here shows that collectively, the neighborhood high schools serve 31.93% more economically disadvantaged students than SEHS, further illustrating that based off student demographics alone the two school types mirror a stratified society. Those findings are not enough to provide information about the extent to which the educational opportunities provided at each school type maintain, challenge, or reinforce that social stratification.
Access to College

The winnowing out into privileged versus non-privileged schools has social and environmental factors that could have an impact that is not the subject of this study. However, there appears to be an academic programming disparity that occurs alongside the socioeconomic dichotomy that is deleterious and obvious. Access to college is not only a key indicator of success in a global city, but also a way to achieve social mobility (Apple, 2005; Carnoy & Rhotten, 2002; Lipman, 2002). At the surface, SEHS and neighborhood schools present a significant difference in the rates of college enrollment.

Figure 4. College Enrollment by School Type.

Collectively, the SEHSs come close to doubling the college enrollment of the neighborhood schools with 83.5% of students enrolled in college to only 52.9%, a difference of 30.6%. This shows the students attending SEHS have higher rates of college admittance and therefore a higher chance at being in the tier of high-paid professionals in the global city. It is already known that these school types are compiled of different student demographics, but moving into the schools and looking at the types of knowledge students receive will be helpful in developing a deeper understanding of why this discrepancy in college enrollment exists.
Course offerings and college eligibility.

Prior research has shown schools that offering more Advanced Placement (AP) and Dual Credit courses have high rates of college enrollment (Geiser and Santelices, 2004). Each high school in this study provides a different number of AP and Dual Credit course offerings. Adjusting for school type populations, the graphs below show the actual number of AP and Dual Credit course offerings at each school type and the number of courses offerings neighborhood schools is required to have to be equivalency to those offered at SEHS. After determining the required course offerings for equivalency, Figure 7 presents the percentage of courses offered at neighborhood schools, with SEHS set at 100% as the controlled variable.

Figure 5. AP Course Offerings by School Type.

![Figure 5. AP Course Offerings by School Type.](image)

Figure 6. Dual Credit Course Offerings by School Type.

![Figure 6. Dual Credit Course Offerings by School Type.](image)
In both AP course and Dual Credit course offerings the neighborhood high schools fall short of those offered at the SEHS. When predicting patterns of college enrollment for CPS students, the Consortium on Chicago School Research at the University of Chicago (2008) looks at the role of advanced coursework and curricular intensity in determining students’ chances of getting into a highly selective college or university. Through their research they have shown that CPS students who have taken a least two AP courses are able to get into “very selective college”, the highest level of selectivity for CPS college applicants (CCSR, 2008). With SEHSs offering almost thirty percent more AP and Dual Credit courses than neighborhood schools, students are being exposed to two sets of knowledge which align them for different postsecondary paths.

The course offerings at each school type show large discrepancies, which are even more startling when comparing individual schools side-by-side. The graphs below deconstruct the course offering data further by comparing the AP course offerings at the SEHS Northside College Prep and the neighborhood school, Mather High School. Due to a significant difference in student enrollment at each high school, the actual number of courses offered at each school could not simply be compared. That comparison would provide an inaccurate representation of the true discrepancies. Figure 8 shows the “AP Course Offerings” prior to any adjustments, with
Northside offering 26 total AP courses and Mather offering 14. Initially, this does show a difference in the amount if courses offered, but not a accurate representation. Northside serves 979 students compared to 1,502 served at Mather (CPS, 2016ji, 2016ll). The population difference must be accounted for in order to determine the amount of AP courses offered to provide students at each school with proportional opportunities. Figure 8, not only shows the amount of AP courses offered, but also the “AP Course Offerings Required for Equivalency,” which takes into account the differences in student body population. By using Northside, the SEHS, as the controlled variable, it shows that Mather High School would have to offer 39.89 AP courses to provide their students with proportional academic opportunities.

Figure 8. Northside/Mather AP Courses.

Figure 9. Percentage of AP Courses Offered at Northside/Mather.
Separated by less than one mile, these two high schools offer drastically different opportunities for AP class enrollment. With Mather High School only offering 14 of the required 39.89 AP courses for equivalency, students are only provided with 35.1% of the AP courses offered at Northside College Prep. The differences seen in AP and Dual Credit course offerings are also seen in the differences between courses offered beyond CPS graduation requirements (CPS, 2015a).

Each CPS high school, regardless of type, has the same graduation requirements. Every school must offer students those courses, but is not required to offer any course beyond the minimum required. Barrow (1996) argues schools that offer a variety of academic courses, in addition to AP and Dual Credit, better prepare students for success in a global society as they are given a knowledge set that makes them more appealing to colleges and universities. Students who are challenged to take courses beyond those required for graduation are provided with a wider set of knowledge and skills that allow them to stand out on college applications and perform better on standardized tests commonly used for college admissions (Barrow, 1996; Roderick, Nagaoka, & Coca, 2009). With the disparities in AP and Dual Credit course offerings, it is important to consider if schools are also offering courses that go beyond the graduation requirements. The following graph shows how neighborhood schools stack up against SEHS for this category of analysis.
Similarly to what is seen in the AP and Dual Credit course data, neighborhood schools offer 66.21% of the courses beyond those required for graduation that are offered to students at SEHS, even after adjusting for student body population size. Not only does the amount of AP, Dual Credit, and other courses offered expand students' depths of knowledge and increase chances of getting into a highly selective college or university, it also impacts student ACT scores, a large predictor in college admissions and postsecondary success (Resnik, 2008; Geiser & Santelices, 2004; Klopfenstein & Thomas, 2009).
Students at each school type receive different opportunities to develop the appropriate knowledge for success in a global society through the course offerings the schools provide. This can be seen in both the amount of AP and Dual Credit courses, as well as those offered beyond minimum graduation requirements. The courses provided impacts the degree of selectivity of college students have access to, which, paired with differences in ACT scores, deepen this impact. Students at SEHS average a score of 23.4 on their ACT, while students at neighborhood high schools average only a score of 15.4. Using the Illinois College Selectivity Chart (CCSR, 2008) students at SEHS, based on average ACT scores, are eligible for “somewhat selective colleges, selective colleges, selective/very selective colleges, and very selective colleges.” Neighborhood school students on the other hand, with the average ACT score of 15.4, are only eligible for “two-year or nonselective four-year colleges” (CCSR, 2008, p 16). While there is no doubt that differences in average ACT scores can be attributed to larger societal issues students face, it can also be traced to the types of knowledge they are receiving through the courses provided at their high schools. Ultimately, the course offerings provided at each high school type establish a difference in the opportunities students receive to develop knowledge that will give them access to postsecondary education and high paying jobs.

The discrepancy in school curricula hinders students attending neighborhood schools from entering the high wage economy for a number of reasons. Just as college enrollment is critical, college level academic programming in high school is a huge boost to being prepared for college and degree attainment. Moreover, getting to college is just the first, and in some ways easiest, step. College success is critical to entering the high wage economy and students without AP and Dual credit courses are not as prepared as their counterparts.
Marks of Distinction and Other School Programming Features

The role high schools play in establishing students for success in a global society is not only about the college level courses offered, but other academic programming choices as well. Other types of academic programming are an important feature in high school curricula as they serve in establishing particular skill sets demanded by increased globalization. Individuals who are actors in a global economy must possess strong communication skills, specifically in multiple languages, an understanding of science, technology, engineering, and mathematics (STEM), as well as heightened levels of cultural awareness (Resnik, 2008; Monkman and Baird, 2002, The Chicago Council of Global Affairs, 2015). If CPS students are meant to be successful in this context, their schools must provide courses and specialized programming to ensure these skills are fostered.

World languages.

Actors in a global economy must be able to communicate in a variety of ways and languages (The Chicago Council of Global Affairs, 2015; Klugman, 2012). Students who are provided with a variety and depth of world language course offerings are able to develop a critical skill set for the global economy.

All CPS schools offer foreign language courses to meet state requirements, but the neighborhood schools only offer Spanish and a few French courses. It makes sense to offer Spanish in a country with a growing Hispanic population, but a globalized education cannot be truly globalized without other language options. SEHS on the other hand, through the variety and depth of world language courses offered, provide a truly globalized curriculum and further
position students for success. The distribution of world language courses between the two school types is detailed below.

Figure 12. World Language Offerings by School Type.

Proportionately speaking, the number of French and Spanish courses offered at neighborhood schools are equivalent to those offered at SEHS, but there are five other languages offered in SEHS that neighborhood students do not have access to, including Arabic and Chinese which have been deemed the most important languages to know in a global economy (The Chicago Council of Global Affairs, 2015). The world language course offerings show a clear difference in the variety and utility of languages provided at the two school types. A comparison of AP World Language course offerings followings to extend this study’s understanding of the depth of course offerings are well are the variety.
SEHS again outperform neighborhood schools, not only in the variety of languages offered, but also in the level of curricular intensity provided. In a society that is becoming increasingly connected the ability to speak multiple languages is a vital indicator of future success.

**Specialized academic programming.**

In addition to being multilingual, students in a global society are encouraged to develop STEM skills, an appreciation for the arts, and cultural awareness (Klugman, 2012; Monkman and Baird, 2002; The Chicago Council on Global Affairs, 2015). Exposure to specialized academic programs within the high school provides students with these skills and can also serve as a tool to heighten access to college, as involvement in these programs would serve as marks of distinction on college applications and interviews. A comparison of the STEM and Fine Arts course offerings at the two school types unveils more discrepancies in the ways students are being prepared for the global society. Figure 14 shows the percentage of total Fine Arts and STEM course offerings at each school type after adjustments for student body population.
Similar to the other categories of analysis, students at SEHS receive more STEM and Fine Arts courses than the students at neighborhood high schools, further establishing a divide in the curriculums being provided and the postsecondary paths students are being prepared for.
College Persistence and Degree Attainment

Course offerings provided at each high school type not only impact the types of knowledge students develop and the access they have to postsecondary education, but also the chances students have at obtaining a degree. Just as the data shows a difference in college enrollment rates between each high school type, it also shows a difference in levels of degree attainment.

CPS (2016a) reports the amount of students at each high school who are deemed “college ready” and who have received the Early College and Career Certificate (ECCC). CPS (2016a) determines college readiness by student ACT scores and cumulative GPA. The Early College and Career Certificates are awarded to students “who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification program” (CPS, 2016a). Course offerings provided at each school type impact the levels of student access to these two measurements of college persistence. The graph below shows these two predictors of degree attainment. In CPS’s (2016a) calculation of college readiness, SEHS were found to have 80.70% of their total student population “college ready,” with only 14.20% of neighborhood students receiving that distinction. When looking at the percentage of students at each school type receiving the ECCC, neighborhood high school students do see an increase, but still have 33.55% fewer students attaining that certification compared to SEHS.
Figure 16. Predictors of Degree Attainment by School Type.

Again, there is a substantial difference between the SEHS and neighborhood schools in regard to college preparedness and chances of degree attainment. The curricula each school provides students with plays a significant role in this as both categories above use enrollment in AP and Dual Credit courses in their calculations. To further show this impact of AP course offerings on chances of degree attainment, the past five years of college persistence data released by CPS (2010, 2011, 2012, 2013, 2014) shows that students enrolled in two or more AP classes have, on average, an 80% rate of degree attainment. As previously mentioned, enrollment in AP and Dual Credit courses impacts students ACT scores which influences college admissions and is a predictor in degree attainment.

Students who score higher on the ACT are more likely to get into a more selective college, as well as earn a degree. Based on the average ACT scores between the SEHS and neighborhood high schools, SEHS students have an 86.8% chance of earning a degree while neighborhood school students have only a 57% chance (CPS, 2014). The courses offered at each
high school not only impact students success of getting into college, but also earning a degree and ultimately reaching success in a global society.

Stepping away from curricular aspects of degree attainment, the demographics of each school type can serve as predictors also. According to CPS (2014) college persistence data, students who identify as white and Asian have the highest rates of degree attainment, with the lowest levels of degree attainment being held by Hispanic and African American students.

Figure 17. Demographics by School Type and District.

Based on school type demographics, specifically race and ethnicity, the students attending SEHS have higher chances of degree attainment than those attending neighborhood schools. The advantages afforded to students by race and ethnicity, paired with a stark difference in curricular intensity and course offerings within the high school, has established SEHS students for college enrollment, degree attainment, and highly paid professional jobs. The neighborhood school students are left with the low paying labor positions needed by the global economy.
Collective Findings

Each category of analysis used to discover the extent to which CPS high school types mirror the stratified workforce of the global economy show large discrepancies in the opportunities provided to students at their respective schools. Individual categories alone begin to paint a picture of a two-tiered educational system where students at the bottom rung are kept there through the academic programming features afforded to them in high school. Aligning each category of analysis affirms the CPS high school types, specifically SEHS and neighborhood high schools, are helping to maintain the highly stratified workforce needed for the global economy. The discrepancies in academic opportunities provided at each school type limits student choice in their postsecondary paths and predetermines their position in the two-tiered workforce. The graph below details illustrates the collective findings from all areas of analysis, which have been presented thus far.

In the previous graphs, each category of analysis had been adjusted to account for differences in student body population. Then represented in the percentage of what opportunities or access to knowledge each school type offers students. In graphs that compare course offerings, SEHS is used as the control to show discrepancies in the opportunities offered at neighborhood schools. The graph below incorporates all data from differences in course offerings, student body socioeconomic status, predictors of degree attainment, and college enrollment. While previous graphs have shown neighborhood and SEHS data side-by-side, the below graph sets SEHS at 0%, as the controlled variable to show the deficits present in neighborhood high schools.
The data collected in this study and represented above, shows that the students who are most economically disadvantaged in the Chicago Public School District receive significantly fewer opportunities for knowledge development than their economically advantaged counterparts. This deficit in opportunities for knowledge development is not isolated to shortcomings within the high school types, but extends outside of the classroom and into the personal and professional lives of the students. Overall, neighborhood high schools have over 30% higher rates of economically disadvantaged students, but are provided with 29-34% less college level, STEM, and Fine Arts courses, as well as 34% less courses offered beyond minimum graduation requirements. The deficit in academic opportunities provided to students in neighborhood schools shows a correlation to 34% fewer students receiving ECCC, 30.6% less college enrollment, and 29.8% lower rates of college persistence based on average ACT scores. These discrepancies are part of the larger global context they are operating in, one that demands
a stratified workforce, and through the opportunities provided is largely restrictive of student choice in postsecondary paths.

As economic hardships increase, school academic offerings and access to knowledge decreases, resulting in a decrease in college access, college readiness, and degree attainment as determined by the opportunities presented to students by the school. Ultimately the chances of neighborhood school students to reach the level of high paid professionals are much lower, leaving them to fill the low skilled, low-wage labor positions needed by the global society.
CHAPTER FOUR

CONCLUSION AND IMPLICATIONS

In answering the question: to what extent do the learning opportunities provided to students at different CPS high schools mirror the stratified workforce of the global economy, the data show a clear relationship between the educational opportunities offered and which positions in the global society students are being prepared for. The educational opportunities afforded to students at SEHS are not only ideal, but also necessary for success in a global economy, while those at neighborhood schools are not. The differences in educational opportunities and their translation to postsecondary success further maintain the racial and social divide in Chicago by limiting social mobility. Students attending SEHS, who are predominantly upper-middle class whites, are educated to assume the top tier professions in the global economy, a distinction that does not only mean higher incomes, but also a large sense of personal control over their lives (Schiemann & Plickert, 2008). As Schiemann and Plickert (2008) found in their study of educational opportunities and degrees of personal control, “The well-educated have higher status occupations, which include higher levels of schedule control, challenging and interesting work, greater economic rewards and security, and a higher level of trust.” Individuals working demanding labor jobs do not receive the benefits of the top tier and remain in lower social classes facing a greater degree of health problems, reduced access to quality health care, lower access to quality education, and limits to elevating themselves out of poverty (Schiemann & Plickert, 2008; Lipman, 2002). The limited access to social mobility afforded to those in the
lower tier of the global workforce perpetuates a system of inequality, as well as the segregation
the City of Chicago and its schools. The limited academic opportunities provided to students in
neighborhood high schools impacts, not only their postsecondary options, but also their ability to
thrive in the global economy and their ability to provide their future children with access to high
quality education. Without consideration for the differences in curricula provided at different
schools and the impact that has on Chicago students, policy makers run the risk of assisting in
maintaining and perpetuating race and class segregation.

Schools operating within global cities become interconnected with the goals and policies
of globalization, and while many global economies are most successful by stratifying their
workforce the educational policies and practices in place can challenge this stratification
(Lipman, 2004). Deeply entrenched in the forming of education policy within a global context is
neoliberalism (Apple, 2015). In challenging the strength and success of neoliberalism students,
parents, and teachers all must organize and resist the policies they impose. Providing education
to parents about the best educational opportunities’ for their children is one option to begin
combating this, but the future generation of voters and parents must also be educated as well.
There are currently a number of organizations that are working towards united parents, teachers
and students. The Chicago based Teachers for Social Justice, Milwaukee based Rethinking
Schools, and the Chicago Teachers Union are all working to develop a sense of community and
awareness around school choice, educational opportunities, school funding, and curricula options.

Each of these organizations is implementing a multifaceted approach to combat social
and educational inequality. The Chicago Teacher’s Union provides professional development for
teachers and staff, as well as community training for parents to educate them on not only what
the best for their students, but also how to fight for it (Chicago Teacher’s Union, 2016). The Teachers for Social Justice organization hold monthly community meetings and annual curriculum fair to connect teachers with socially conscious curricula and advocacy tools (Teachers for Social Justice, 2016). Along with these organizations, Rethinking Schools provides educational journals and interactive social justice curriculum to teachers allowing them to make the largest impact on their students’ lives.

Despite the strength globalization has in determining educational policy, there are measures being taken to resist them and provide students with the most meaningful educational opportunities for future success. The current educational knowledge offered to students at different types of CPS high schools predetermines their postsecondary paths and reproduces and maintains inequality.

As previously quoted, regarding the education of CPS students and Chicago’s growth as a global city Mayor Rahm Emanuel stated:

I will judge our success not based on whether Chicago is improving relative to itself, but how Chicago stacks up against cities across the country. This is…about the ability of our children to leave the public schools with the tools they need to excel in higher education and the workforce. Our local economy and global competitiveness require this investment in our children so they can thrive in higher education and the workforce (Emanuel, 2012).

Mayor Emanuel has a strong desire to prepare students for the global economy, but based on the findings of this study it seems as if he is more concerned about the success of the global city than the success of all CPS students. If the mayor’s passion for success were intended for all students, the opportunities provided to those at SEHS would be duplicated across the entire district and also given to the most economically disadvantaged students to help support their chances of social mobility. The academic opportunities provided to students in SEHS and
neighborhood schools do not allow for students to decide if they will be a highly educated professional or a less educated laborer, but instead predetermine which schools will produce the highly educated and less educated through the curricula provided. The education CPS children receive should be transformative, providing them with the opportunities to determine their own postsecondary paths. Until neighborhood schools have the same curricula offerings as SEHS, it appears, at a district and City wide level, the success of Chicago as a global city is more important than the well-being of all Chicago Public School students in determining their own postsecondary paths and successes.
APPENDIX A

2016-2017 DEMOGRAPHICS BY SCHOOL AND SCHOOL TYPE
<table>
<thead>
<tr>
<th>High School</th>
<th># of Students</th>
<th>White %</th>
<th>Hispanic %</th>
<th>African American %</th>
<th>Asian %</th>
<th>Other %</th>
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<td>93.1</td>
<td>1.6</td>
<td>1.1</td>
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<td>10.7</td>
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<td>24.7</td>
<td>70.4</td>
<td>1.7</td>
<td>1.3</td>
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APPENDIX B

2016-2017 COLLEGE ENROLLMENT AND AVERAGE ACT SCORE BY SCHOOL AND SCHOOL TYPE
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<th># of Students</th>
<th>College Enrollment</th>
<th>Average ACT</th>
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<td>32.50%</td>
<td>15.5</td>
</tr>
<tr>
<td>Harper</td>
<td>167</td>
<td>33.10%</td>
<td>14</td>
</tr>
<tr>
<td>Hirsch</td>
<td>151</td>
<td>26.30%</td>
<td>14.5</td>
</tr>
<tr>
<td>Juarez</td>
<td>1,607</td>
<td>47.70%</td>
<td>16.4</td>
</tr>
<tr>
<td>Lake View</td>
<td>1,298</td>
<td>67.60%</td>
<td>18.1</td>
</tr>
<tr>
<td>Al Raby</td>
<td>416</td>
<td>63.50%</td>
<td>14.8</td>
</tr>
<tr>
<td>Mather</td>
<td>1,502</td>
<td>62.20%</td>
<td>16.8</td>
</tr>
<tr>
<td>Manley</td>
<td>177</td>
<td>32.20%</td>
<td>14.5</td>
</tr>
<tr>
<td>Phillips</td>
<td>558</td>
<td>42.30%</td>
<td>14.7</td>
</tr>
<tr>
<td>Wells</td>
<td>378</td>
<td>43%</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,820</strong></td>
<td><strong>53.9%</strong></td>
<td><strong>15.4</strong></td>
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</tbody>
</table>
APPENDIX C

2016-2017 ADVANCED PLACEMENT AND DUAL CREDIT COURSE OFFERINGS BY SCHOOL AND SCHOOL TYPE
<table>
<thead>
<tr>
<th>High School</th>
<th># of Students</th>
<th># AP Courses Offered</th>
<th># of Dual Credit Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks</td>
<td>916</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Jones</td>
<td>1,819</td>
<td>28</td>
<td>11</td>
</tr>
<tr>
<td>King</td>
<td>642</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Lane Tech</td>
<td>4,195</td>
<td>41</td>
<td>1</td>
</tr>
<tr>
<td>Lindblom</td>
<td>1,294</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Northside</td>
<td>979</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Payton</td>
<td>892</td>
<td>25</td>
<td>2</td>
</tr>
<tr>
<td>South Shore</td>
<td>591</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Westinghouse</td>
<td>1,150</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Whitney Young</td>
<td>2,112</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>Hancock</td>
<td>892</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,482</strong></td>
<td><strong>245</strong></td>
<td><strong>40</strong></td>
</tr>
<tr>
<td>Fenger</td>
<td>230</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Gage Park</td>
<td>336</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Harper</td>
<td>167</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Hirsch</td>
<td>151</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Juarez</td>
<td>1,607</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Lake View</td>
<td>1,298</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Al Raby</td>
<td>416</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mather</td>
<td>1,502</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Manley</td>
<td>177</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Phillips</td>
<td>558</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Wells</td>
<td>378</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,820</strong></td>
<td><strong>73</strong></td>
<td><strong>11</strong></td>
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APPENDIX D

2016-2017 FOREIGN LANGUAGE OFFERINGS BY SCHOOL AND SCHOOL TYPE
<table>
<thead>
<tr>
<th>High School</th>
<th># of Students</th>
<th># of Foreign Languages</th>
<th>Languages Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks</td>
<td>916</td>
<td>2</td>
<td>Spanish and Chinese</td>
</tr>
<tr>
<td>Jones</td>
<td>1,819</td>
<td>3</td>
<td>French, Spanish and Chinese</td>
</tr>
<tr>
<td>King</td>
<td>642</td>
<td>3</td>
<td>French, Spanish and American Sign Language</td>
</tr>
<tr>
<td>Lane Tech</td>
<td>4,195</td>
<td>8</td>
<td>French, Spanish, Chinese, Latin, Japanese, German, Arabic and Italian</td>
</tr>
<tr>
<td>Lindblom</td>
<td>1,294</td>
<td>2</td>
<td>Chinese and Arabic</td>
</tr>
<tr>
<td>Northside</td>
<td>979</td>
<td>5</td>
<td>French, Spanish, Chinese, Latin, and Japanese</td>
</tr>
<tr>
<td>Payton</td>
<td>892</td>
<td>5</td>
<td>French, Spanish, Chinese, Latin, and Japanese</td>
</tr>
<tr>
<td>South Shore</td>
<td>591</td>
<td>2</td>
<td>Spanish and Chinese</td>
</tr>
<tr>
<td>Westinghouse</td>
<td>1,150</td>
<td>3</td>
<td>French, Spanish and Chinese</td>
</tr>
<tr>
<td>Whitney Young</td>
<td>2,112</td>
<td>5</td>
<td>French, Spanish, Chinese, Latin, and Japanese</td>
</tr>
<tr>
<td>Hancock</td>
<td>892</td>
<td>3</td>
<td>French, Spanish and Arabic</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,482</strong></td>
<td><strong>41</strong></td>
<td></td>
</tr>
<tr>
<td>Fenger</td>
<td>230</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Gage Park</td>
<td>336</td>
<td>2</td>
<td>French and Spanish</td>
</tr>
<tr>
<td>Harper</td>
<td>167</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Hirsch</td>
<td>151</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Juarez</td>
<td>1,607</td>
<td>2</td>
<td>French and Spanish</td>
</tr>
<tr>
<td>Lake View</td>
<td>1,298</td>
<td>2</td>
<td>French and Spanish</td>
</tr>
<tr>
<td>Al Raby</td>
<td>416</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Mather</td>
<td>1,502</td>
<td>2</td>
<td>French and Spanish</td>
</tr>
<tr>
<td>Manley</td>
<td>177</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Phillips</td>
<td>558</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td>Wells</td>
<td>378</td>
<td>1</td>
<td>Spanish</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,820</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>
APPENDIX E

2016-2017 EARLY COLLEGE AND CAREER CERTIFICATES BY SCHOOL AND SCHOOL TYPE
<table>
<thead>
<tr>
<th>High School</th>
<th>Number of Graduates</th>
<th>Number of Graduates with ECCC</th>
<th>Percentage of Graduates with ECCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooks</td>
<td>186</td>
<td>142</td>
<td>76.88</td>
</tr>
<tr>
<td>Jones</td>
<td>268</td>
<td>245</td>
<td>91.42</td>
</tr>
<tr>
<td>King</td>
<td>200</td>
<td>61</td>
<td>30.5</td>
</tr>
<tr>
<td>Lane Tech</td>
<td>747</td>
<td>629</td>
<td>84.2</td>
</tr>
<tr>
<td>Lindblom</td>
<td>199</td>
<td>143</td>
<td>71.86</td>
</tr>
<tr>
<td>Northside</td>
<td>250</td>
<td>217</td>
<td>86.8</td>
</tr>
<tr>
<td>Payton</td>
<td>194</td>
<td>185</td>
<td>95.36</td>
</tr>
<tr>
<td>South Shore</td>
<td>116</td>
<td>44</td>
<td>37.93</td>
</tr>
<tr>
<td>Westinghouse</td>
<td>279</td>
<td>115</td>
<td>41.22</td>
</tr>
<tr>
<td>Whitney Young</td>
<td>510</td>
<td>426</td>
<td>83.53</td>
</tr>
<tr>
<td>Hancock</td>
<td>217</td>
<td>71</td>
<td>32.72</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>3166</strong></td>
<td><strong>2278</strong></td>
<td><strong>71.95</strong></td>
</tr>
<tr>
<td>Fenger</td>
<td>68</td>
<td>35</td>
<td>51.47</td>
</tr>
<tr>
<td>Gage</td>
<td>95</td>
<td>39</td>
<td>41.05</td>
</tr>
<tr>
<td>Harper</td>
<td>53</td>
<td>12</td>
<td>22.64</td>
</tr>
<tr>
<td>Hirsch</td>
<td>31</td>
<td>3</td>
<td>9.68</td>
</tr>
<tr>
<td>Juarez</td>
<td>384</td>
<td>156</td>
<td>40.63</td>
</tr>
<tr>
<td>Lake View</td>
<td>275</td>
<td>129</td>
<td>46.91</td>
</tr>
<tr>
<td>Al Raby</td>
<td>106</td>
<td>27</td>
<td>25.47</td>
</tr>
<tr>
<td>Mather</td>
<td>346</td>
<td>126</td>
<td>36.42</td>
</tr>
<tr>
<td>Manley</td>
<td>55</td>
<td>30</td>
<td>54.55</td>
</tr>
<tr>
<td>Phillips</td>
<td>105</td>
<td>36</td>
<td>34.29</td>
</tr>
<tr>
<td>Wells</td>
<td>117</td>
<td>35</td>
<td>29.91</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>1635</strong></td>
<td><strong>628</strong></td>
<td><strong>38.41</strong></td>
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APPENDIX F

CONSORTIUM OF CHICAGO SCHOOL RESEARCH COLLEGE SELECTIVITY CHART
<table>
<thead>
<tr>
<th>Composite ACT Score</th>
<th>Unweighted GPA in Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;2.0</td>
</tr>
<tr>
<td>Missing ACT</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td>&lt;18</td>
<td>Two-Year Colleges</td>
</tr>
<tr>
<td>18–20</td>
<td>Nonselective Four-Year Colleges</td>
</tr>
<tr>
<td>21–23</td>
<td>Somewhat Selective Colleges</td>
</tr>
<tr>
<td>24+</td>
<td>Somewhat Selective Colleges</td>
</tr>
</tbody>
</table>

Notes: Students in the Selective category who are either in an IB program or have taken at least two AP and at least six honors courses are moved up to the Very Selective category.
REFERENCES


Chicago Public Schools. (2015a) CPS stats and facts.  
http://cps.edu/About_CPS/At-aglance/Pages/Stats_and_facts.aspx


VITA

Rebecca Kijek is a high school social studies teacher in Chicago Public Schools. She received her B.S. in History Teacher Education from Illinois State University in 2012 and enrolled in Loyola University Chicago’s Cultural and Educational Policy Studies program in 2014. She will receive her Master of Arts in 2017 and plans on continuing her career as a teacher.