**What are the Effects of School Closings?**

<table>
<thead>
<tr>
<th>1. On Academic Achievement?</th>
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</thead>
<tbody>
<tr>
<td>What do you think the effect will be?</td>
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<tr>
<td>Briefly explain your reasoning:</td>
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**Document C**

Students from turnaround or closed CPS schools who moved to academically stronger schools, and/or schools with strong student-teacher relationships, experienced the greatest gains from school closures. However, the reality of school closures in the CPS system suggests that students accessing academically stronger schools are the exception, not the rule. A 2009 study by the University of Chicago Consortium on Chicago School Research (CCSR) found that 82% of students from 18 elementary schools closed in Chicago moved from one underperforming school to another underperforming school, including schools already on probation. In a follow up 2012 report, the CCSR determined that 94% of students from closed Chicago schools did not go to “academically strong” new schools. According to the 2009 CCSR study, “One year after students left their closed schools, their achievement in reading and math was not significantly different from what we would have expected had their schools not been closed.” The authors conclude that, overall, there were no significant positive or negative effects on academic achievement resulting from the closure when students transferred to comparable schools.

---“Research Brief on School Closures” by CReATE, March 2013, Research Brief #5---

Does this info support or refute the Board’s plan to close schools?   _____ support   _____ refute   _____ both

Explain your choice above in 2 - 3 sentences.

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### 1. On Academic Achievement?

**Document D**

*Despite promise, not all schools on CPS closing list are sending kids to schools with better scores*

*by Lauren Fitzpatrick and Art Golab - Chicago Sun-Times, March 22, 2013*

Schools would be closed only if the children can be sent to better schools. That was the promise of Chicago Public Schools chief Barbara Byrd-Bennett before CPS announced the largest school shakeup in the nation: the closing of 54 public elementary schools. And students at nearly two-thirds of those schools — 33 — will in fact be sent to academically stronger places, according to a *Sun-Times* analysis. But children from another third are going to schools with CPS academic rankings similar to the schools they are leaving. And kids from at least eight of those schools are landing at facilities with lower state standardized test scores.

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Explain your choice above in 2-3 sentences.

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### 2. On Students Having Supportive Adults in their School?

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<th>What do you think the effect will be?</th>
<th>____ positive</th>
<th>____ negative</th>
<th>____ no effect</th>
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Briefly explain your reasoning:

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**Document E**

Research demonstrates that authentic caring is a key ingredient of school success for low-income/working-class students of color. In contexts where students experience destabilized housing and economic conditions and disinvestment in their neighborhoods, long-term relationships with trusted adults in their schools can be an important stabilizing factor, giving them support for learning and development. Terminating the contracts of educators and staff, some of whom have given years of committed service to schools and communities, represents a loss of important resources and is devastating to the teachers and staff concerned. Many support and service staff in neighborhood schools live in the communities where they work. Their termination breaks connections between the school and its community.

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*"Examining CPS’ plan to close, turn around, or phase-out 17 schools” by CEJE, February 21, 2012*

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3. On Neighborhood Stability?

What do you think the effect will be? _____ positive _____ negative _____ no effect

Briefly explain your reasoning:

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Document F

Disinvestment in public schools and empty buildings will deepen the hardship confronting neighborhoods already suffering from community disinvestment and may contribute to even further population loss of African Americans in Chicago. For example, WBEZ aggregated data on abandoned properties, city-owned vacant lots, and community area census figures from the city’s data portal site, and mapped them on top of the locations of the schools targeted for potential closure. They found that school closures directly correspond to the locations of troubled mortgages, foreclosures, and population loss. Closing neighborhood schools will discourage people from moving back into these disinvested communities.

--“Research Brief on School Closures” by CReATE, March 2013, Research Brief #5

Does this info support or refute the Board’s plan to close schools? _____ support _____ refute _____ both

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### 4. On Student Safety?

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**Document G**

Since 2004, closing schools and transferring students to schools outside their immediate neighborhood has resulted in spikes in violence in elementary and high schools. In addition, parents are concerned about the safety of young children bused to schools far from home or forced to cross dangerous streets on their way to school. In 2009, a student at Fenger High School was killed in a student fight. When Carver High School was turned into a selective enrollment school beginning in 2000, students were transferred to Fenger (5 miles away), despite a history of conflict between students from the Carver and Fenger neighborhoods. In 2009, CPS made Fenger a turnaround school. Most adults in the school were fired. As a result, when student conflicts erupted in Fall 2009. There were few trusted adults who knew the students and could defuse the situation. Parents directly attributed the student death to the destabilization of both Carver and Fenger.

--“Examining CPS’ plan to close, turn around, or phase-out 17 schools” by CEJE, February 21, 2012

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