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Lipman's work focuses on race and class inequality in education, globalization, and the political economy of urban education.

Her book, *The New Political Economy of Urban Education: Neoliberalism, Race, & the Right to the City*, argues education is integral to neoliberal economic and urban restructuring as well as class and race inequalities.

IRRPP:

- *funds research*
- *trains scholars to join policy discussions*
- *collaborates on social justice projects with community organizations*
- *hosts events*

**CHICAGO SCHOOL REFORM: DESTABILIZATION,
DISINVESTMENT & DISENFRANCHISEMENT**

Introduction

How are local communities affected by Chicago Public Schools (CPS) policies?

On February 22, 2012, Chicago's appointed Board of Education voted to close, phase-out and turnaround 17 public schools, all serving predominantly African American and Latino students. These students have been the test cases for "school improvement" often with disastrous consequences (i.e. increases in violence, disruption of neighborhood schools and communities, and loss of veteran teachers).

Of the 100 school closings since 2001, 98 have been in schools with largely African American and Latino students. In collaboration with Kenwood-Oakland Community Organization (KOCO), Lipman's community research documents the impacts of CPS policies on Walter H. Dyett High School in Bronzeville – a school voted to be phased out for poor performance.

Findings

- ***Disinvestment*** In 1999, CPS converted Dyett from a middle school to a high school but provided no additional resources. On opening day there were just 7 books in the library and unequipped science labs. In the last 3 years, lack of funding has forced cuts in crucial programs that help students graduate and attend college.
- ***Disenfranchisement*** Parents are not given any voice in the decision-making process. During a CPS hearing, participants were restricted to 2 minutes to speak. Meanwhile, back room decisions were made and paid protestors appeared to support Dyett closing.
- ***Investment by the Dyett Community*** Facing CPS neglect, the school community fought for a school library and building improvements – even securing external funding to renovate facilities. They created a campus farm providing youth with summer employment and a community garden.

Recommendations

The most critical policy change for sustainable and just education reform in Chicago is an elected representative school board for greater transparency in budgets and decision-making.

The need for a community-based process of school transformation is clear. Also a close investigation of the CPS claims of cost-savings and better academic services for displaced students is recommended.

Gutierrez, R. R. & Lipman, P. (2013). "Dyett High School & The 3 Ds of Chicago School Reform: Destabilization, Disinvestment, Disenfranchisement." *Collaborative for Equity and Justice* (www.uic.edu/educ/ceje).