

Preliminary Concerns on Project 3
Committee for Equity and Excellence in Education
August 6, 2025

Part 1 – Overview

Over the past 3 years in D 200, multiple equity-centered needs and proposed corrective actions have been documented. District administration, outside consultants, the Historical Harms Report and CEEE presentations contain evidence and corrective actions that have not been addressed, even as the BOE proclaims and asks the community to continue to prioritize racial equity.

The District administration now will conduct a racial equity impact assessment on Project 3. As with Project 2, this assessment looks to isolate capital improvements and assess them separately from consideration of other high-needs equity goals and programs now underway.

Part 2 below provides a list of issues, reports related to equity, and other considerations in assessing the Project 3 Plan.. These considerations offer relevant evidence related to a complete assessment of Project 3 and for determining recommendations for board decision-making.

In advancing the Imagine Plan, D 200 leaders repeatedly stated at Town Halls and other meetings that the District had both the will and financial resources to implement the Imagine Plan and also to provide resources for other racial equity goals. We believe the BOE must live up to that promise.

Part 2 – Issues, reports and related considerations

- details on equity needs from the [first freshman all-honors evaluation](#) (2023)
- details on equity needs from [second evaluation](#) (2024)
- findings of the [unfinished study of the ineffective tutoring program](#)--especially what the data says on racially disparate impacts (2023)
- equity concerns and resource/personnel needs to address equity contained in the [McKee/Applewhite report](#) on Pupil Support Services (2023)
- critical needs identified in CEEE data reports on classes--especially honors and AP supports after freshman year (2023, 2025)
- the explicit harms and need for reparative efforts for Black students and their participation in AP programs as documented in [Historical Harms Report](#) (2024)
- the lack of progress in hiring Black teachers in core academic departments with no consideration for investment in new strategies like targeted clinical, internship approaches that develop and bring back black students to teach here-ongoing since 2018
- conducting the P 3 Racial Equity Assessment (REA):
 - prior to year three freshman evaluation which is due in September
 - before this year's report on teacher and staff demographics and progress in hiring more Black teachers
 - before presenting racial data on participation in performance spaces and other co-curricular activities
 - before we know how the U.S. Dept of Ed cuts will create new financial burdens on student equity efforts
 - at a time not favorable to maximum community engagement
 - without providing participants with advance related documentation relevant to P 3

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