

Student Assignment Planning (SAP)

October 7th, 2021

Welcome and meeting outcomes

Review Norms, The Big Question, and The Purpose/Non-Purpose

Continue Creating Preliminary Recommendations and Strategies

Reflection

Adjourn

Meeting Outcomes

Review the revised deep dive explanation of equity

Finalize preliminary recommendations

Understand the strategy and action plan process beginning next meeting

The Big Question: *How do we modernize the student assignment process with an equitable lens and create a system to review every five years?*

Purpose of the Advisory

Serve as a critical partner in assessing proposed revisions to the Evanston student assignment system.

Serve as an equitable thought partner in assessing our current student assignment procedures and policies.

Provide impartial recommendations suited to dismantle systemic racism.

Use data to make informed decisions and recommendations.

Recommend a potential new school attendance area maps and new student assignment processes.

Recommend and research school programs.

Determine how to open a 5th ward school in a fiscally responsible manner.

Recommend new process to assign students to schools.

Non-Purpose of the Advisory

To make final decisions regarding the Evanston student assignment system.

To create new board policies or procedures.

To determine the location of any proposed facilities.

To direct District 65 to make specific changes, including those with financial implications, as this is within the purview of the Board of Education

Preliminary Recommendations

Marginalized Voices

By SY2022, the subcommittee, Elevating Marginalized Voices will communicate the impact of past policies and acknowledge how previous practices negatively impacted many communities, primarily families of color and families who need additional services including Special Education and ESL. This will be done collaboratively with the community and by using an equity tool, such as the REIA or other TBD assessments. This will ensure policies are equitable and in tune with Evanston's historically impacted and marginalized communities.

Data

The subcommittee, Data Informed Decisions and Monitoring Success, recommends creating a 4-step problem solving model to be used by the school board and district to select, analyze and use data that will inform an equitable student assignment process that directs resources and appropriately aligns supports to students and families most impacted by inequitable systems by the 2022 school year.

Program Access

The subcommittee, Program Access, recommends By 2023, D65 will have a better, more data-driven system in place to-- on a more regular basis,--increase the portion of Evanston students and families, especially families of color and who have kids with special needs and preschool children, who can walk to a school that offers the academic and community experience they need.

Walkable

The subcommittee, Walkable Schools and Boundaries, recommends addressing historical inequities by redrawing the boundaries, including the creation of a 5th ward school, that safely creates walkable and rideable schools for students and fosters community experiences for all families by 2025.

Survey Snapshot

We have 643 community / family surveys and

The survey was sent out to all D65 families the week of 9/27

- Most surveys are from 6th and 7th ward
- 73% of responders are White

- 61% of responders make over 100K

We have 188 staff surveys

- 70% are licences educators
- 75% do not have children in D65
- 56% do not live in Evanston
- 54% are White