

Evanston THSD 202
Goals Review and Revision
February 27, 2016

Goal One

Increase each student's academic trajectory, while eliminating the racial predictability of achievement, as demonstrated through multiple measures.

Question One: What do you think is powerful and important in the goal?

- Eliminating racial predictability of achievement.
- Looking at different paradigms to reduce racial gaps.
- Having dynamic measures. (Changing that cater to student measures i.e. surveys, not just test scores.)
- Broaden measures – don't seem inclusive – those not on college/vocational trajectory – acknowledge individual needs – differentiation.
- Functional as well as academic – feels life pieces are missing.
- If widen scope less able to meet goals. Stay academic due to past racial history of ETHS.
- More focus on how measure and why are baselines.
- Massive institutional undertaking. What it means to vault white students without controversy.
- Very powerful making it race specific.
- Huge problem with racial predictability – would like to see it broaden to reflect Mission Statement. Causation and Correlation different – Recognize all factors not just race.
- Race has scripted this institution.
- Larger than courses – trajectory includes wellness.
- “Eliminating the racial predictability of achievement” because we have been addressing this issue for decades.
- Having both “all students trajectory” and “while eliminating racial predictability” is important because race is a predictor across lots of other differences.
- “Multiple measure” – so we're not just using one test or one set of numbers to determine success/failure.
- “Multiple measure” – if that allows us to look at those kids who seem to “disappear” around junior year...even though they've been engaged prior to that. (Disconnect).
- “Eliminating the racial predictability” – gives us the responsibility to interrupt the things that make race such a predictor.
- Board chose the word “trajectory” because it implies an upward movement, which we want to be made even faster, due to being at ETHS.
- “Each student” – means we need better coordination with all feeder schools, so kids/families come here ready/able to take advantage of all ETHS has to offer.

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Question Two: What progress have you seen as a result of this goal?

- Latino students – the gap is narrowing.
- Showing more kids via Freshman Earned Honors, a view of what they CAN do, so they feel more possibilities are open to them, even if they didn't do Honors as freshman.
- It's being addressed – help black/brown students feel they are achievers. Race must be addressed: Ethnicity, special needs, ESL, low-income are addresses in edu.
- Race should not need predictability – but it does.
- Race addressed in equity statement – don't take off table but add others – goals drive resources and if not in is problematic.
- If take race out changes goal.
- Not mutually exclusive (other groups trajectory still achieve – not ignoring others.)
- Is this uncomfortable to limit by using race?
- Eliminated tracking? Progress on it now.
- Trying to eliminate the “exception” of racial groups.

Question Three: What do you think needs more attention?

- Lots of nuances that are historical, that make this important and must be acknowledged.
- Pay more attention to those families with no college prep info.
- Life circumstances need to be addressed – Maybe in Goal 2.
- Through multiple measures: institutional, instructional, personal aspects must be addressed.
- Baseline data needs to be understood; GAP not closing - but groups doing better.

Question Four: Where does the district need to re-double its efforts to achieve more success?

- All groups need to be measured – name all groups – broaden goal to make others visible. Addressed in #2??? Don't think will dilute race.
- Lots of groups that need to be recognized.
- Important to call out a specific group – that doesn't mean others aren't important.
- Race trumps it all – if don't attack it will not be dealt with – Very uncomfortable to confront.
- Achievement Gap will continue unless 0-5 group is addressed.
- Have potential and power at ETHS to have success for any student that enters.
- Other sct. groups are important. And cross-over. Need another discussion group.
- All things being = the trajectory should be the same.
- Imp. to pay attention to tracking and test taking. Earned Honors depends on writing prompt.

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Question Three and Four Comments Combined:

- What needs more attention? (*are the ones to re-double?)
- Highlight not only race, but also include income, ELL, etc.
- Some teachers are really good at being equitable and providing support across all races, others NOT.
- AP classes are still mostly white.
- The number of students of color who don't stay in the AP classes is significant. Is anyone keeping track?
- The heavy burden that is placed on students of color to represent their entire race in their class.
- The need for transparency/honesty about all the resources available to kids of varying economic means. (Some get through by paying private tutors; many can't afford.)
- Face the reality of entitlement.
- Increase student/staff presence at decision-making levels.
- More days like this.

Goal Two

Provide all students with resources, opportunities, supports, interventions, services, and curricula to ensure that each student will demonstrate significant academic and social-emotional growth during their experience at ETHS.

Question One: What do you think is powerful and important in the goal?

Language “provide and Connect” – each student with “their (addresses all pieces of their identity/mental health) intersecting identities i.e. special needs, “mental and physical health.”

- Specific in social-emotional and academic
- Begins with all and moves to each.
- Speaks to unique experiences of each student.
- “All students” – inclusive – Would “each” be better? Goal uses both “each” and “all.”
Balance between academic and social/emotional emphasis on growth.

Question Two: What progress have you seen as a result of this goal?

- Connections: athletics, fine arts, student services, community services. More organized, thoughtful, and inclusive outreach to 8th graders.
- Expansion of summits i.e. black male, female, LGBTQ
- Students feeling included based on their identity ethnically, with regard to ability, and all other pieces of themselves.

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- What progress as a result of goal? Tools that help support: Wildkit Academy, summer programming, a.m. support, Individual, Career, Academic Plans (ICAP), changes to discipline (restorative justice), affinity groups – summits, etc.; more outreach to bring students into groups, transition coordin.

Question Three: What do you think needs more attention?

- Transition from private/parochial school.
- Strengthening “Access ETHS” summer school program.
- How students are funneled into programs.
- Supporting 1st time incoming freshman parents to successfully navigate.
- What needs more attention, communication between faculty, students, and staff (development of formal networks cultivate more long-term, more personal relationships between students and teachers.
- Advisory?
- Resiliency?
- Developing coping skills/ exec. function, curric.
- Tracking/engagement each year.
- Adding focus on particular underserved populations (either in goal or targets).

Question Four: Where does the district need to re-double its efforts to achieve more success?

- Proactive outreach.
- Student to student connection.
- Initial match of counselor/advisor is crucial.
- Communication.
- How to re-double efforts: focus on measurement and goals (measure sub-groups).
- Communication in multiple languages.

Goal Three

Create a student-centered facility using 21st Century resources to support the needs of our diverse learning community.

- No input.

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Goal Four

Provide consistent and stable financial stewardship assuring: equitable opportunity and excellent education for each student; reasonable property taxes; optimized resources; and values-based, cost-effective allocation of resources.

Question One: What do you think is powerful and important in the goal?

- District has strong sense of financial stewardship.

Question Two: What progress have you seen as a result of this goal?

- Recent credit rating mentioned this morning.

Question Three: What do you think needs more attention?

- Goal mentions “excellent education for each student.” Questions were raised – are the resources adequate for 504 and IEP students?

Question Four: Where does the district need to re-double its efforts to achieve more success?

- District needs to make sure resources are allocated in a way to serve all students – not just legal minimum.
- Legislating advocacy is going to be increasingly important.
 - Prop tax freezes
 - Pensions funding
 - State budget crisis

Goal Five

Strengthen relationships throughout the community which enrich engagement among all stakeholders and enhance student learning and well-being, and assure full continuity of effort with District 65.

Comments:

- This could/should be two separate goals: one for D65 relationship and one for community engagement.
- Should include parents specifically.
- Stakeholders very vague – what does that mean?
- No focus on doing this with an equity lens.

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Question One: What do you think is powerful and important in the goal?

- Engage and utilize parents and families, comm. Partners, career and post-secondary learning, comm. Residents, and school systems (D65 and other feeders), in order to mutually communicate and provide support for student learning and wellbeing.
- Provide opportunity to...
- Speaks to student well-being as well as learning.
- Replace “enhance” with stronger word-partner must be equally invested in student growth.
- It takes a village...
- Empower parents with info and skills they need to support their children.
- All have to be working together.
- Collaboration is critical.
- Separate out D65 and all feeder schools as separate goal.

Question Two: What progress have you seen as a result of this goal?

- Joint 65 and 202 agreement and seeing both Supt. out together in community.
- Ev. Cradle to Career – ETHS’s leadership role.
- Parent Shadow Days – growing attendance every year, incl. all racial groups.
- New type of Freshman Parent Night (in Nov. of their 8th grade year).
- Greater outreach to all feeder schools.
- All the mentors who’ve been brought in by the Black Male & Female Summits.
- EBAN and Latino Advisory Committee important steps in reaching parents can plug in where you feel comfortable.
- Technology has been a significant and meaningful investment.

Question Three: What do you think needs more attention?

- Deepen communication among all constituencies.
- Parents need to know how/where they can have a voice. (esp. since SIT no longer exists.)
- Make sure people in community know the value/importance of D65 & 202 alliance.
- Using all social media and ETHS app to fully educate all constituencies.
- Provide specific, time-limited opps. for engagement.
- Suggested new goal: “Creating a greater sense of communication including: committed strong staff, strong community partnerships, engaged parents.”

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Question Four: Where does the district need to re-double its efforts to achieve more success?

- Parent Ambassadors out in community.
- Make sure all students/parents feel welcome, truly welcome, to be part of things.
- Encouraging more one-on-one outreach, so kids/parents will feel the indiv. opportunities available to them.
- Start talking “career” earlier to kids (in D65).
- Get elem. students/families in the building – band, a sport, chess, math club – start their excitement early!
- Targets related to:
 - Family engagement
 - Community in and among staff
 - Strong community partnerships
 - All with a focus on equity
- Also need new targets for D65 (other and feeder schools) goal focused on building community and SEL.