

Evanston THSD 202
Equity and Excellence Statement
February 27, 2016

Review of Equity and Excellence Statement

ETHS is committed to equity because excellence for all students requires equity. This commitment will be achieved by:

- *Providing all students with resources, opportunities, supports and interventions to ensure that they achieve their full potential.*
- *Giving students what they need to maximize their learning and well being.*
- *Assuring that all ETHS staff members actively continue to examine and eliminate institutional beliefs, policies, practices, and teaching that perpetuates racial disparities in achievement.*
- *Preparing all students to succeed in a multi-cultural society by teaching the contributions and viewpoints of all people.*
- *Raising the achievement of all students while eliminating the racial predictability of achievement.*

Does the Equity Statement reflect and align with our shared values and beliefs?

Is our Equity Statement timeless (applies to today and in the future)?

Do we have a shared understanding of our Equity Statement?

How have I seen the Equity Statement working in our district?

Do we have a shared understanding of our Equity Statement?

- We feel work is needed on first and second bullet points – provide all students with resources...and give students what they need (need to maximize and capitalize on their learning strength and styles). Must be broadened to other groups like, ELL and varying income levels, underperforming, and special needs.
- Understanding and implementation of the Equity Statement is not consistent across the board.
- These are “hows”:
 - Should include how ETHS defines equity right in the initial statement.
 - Could embed examples at each bullet point.

- Ways to de-mystify what “racial predictability” actually means.
- What is equity? How is it defined?

How have I seen the Equity Statement working in our district?

- Application process for teachers that understand issues of race.
- Professional development requirements.
- Can see clear articulation and expectations of equity interventions.
- SOAR, EBAN, Black Male/Female Summit, Latino Advisory.
- See a beginning, but need to continue to challenge and expand what we mean by equity.
- Equity work for staff, students, and other initiatives like mixed honors students of color taking more AP exams. These address 3rd, 4th, and 5th bullet points of E&E statement.
- Academic Support
 - Wildkit Academy
 - AM Support
 - Summer/bridge classes
 - Some cultural summits
 - Alternative school
- SOS
- Acknowledging the whole student
- Exposure to different voices in the curriculum and classroom.
- Understanding and implementation of the equity statement is not consistent across the board.
- Intentional effort to use an equity lens with hiring new staff has resulted in some improvements.
- Where it is happening:
 - Some teachers who are willing to go “off text” and give students access to the whole story...not just traditional history or traditional ways to approach learning.
 - Teachers who choose their professional dev. opportunities well, to strengthen their knowledge of other cultures, other ways of teaching.
- It works in our district if you know how to work it; some children slip through the cracks.
- Increased opportunities and resources for students to reach high standards (w/o lowering the bar).
- Fostering deeper connections.

What can be improved?

- Expanded Communication
 - All translated information
 - Spanish on neon LED signs
 - Student Summits

- Phone calls
- Board representation
- Standardize how we implement and revise the following through a lens of equity:
 - Curriculum
 - Extracurricular
 - Programs including AVID, STAE, GTC...
 - Events
 - Schedule
 - Building
- Structures that are resulting in unintentional consequences that create fewer opportunities for students to succeed.