

# JEH Admin Survey – Fall 2022

Sarita Smith, Evanston/Skokie  
School District 65  
October 23, 2022

# Question 1

How will the new boundaries and a new school impact your role?



## PARTICIPATION

### Breakdown of Participation



**44**  
Participants



**17**  
Thoughts



**57**  
Ratings

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## PARTICIPATION

### Breakdown of Participation



What is the PRIMARY role you play related to District 65?

%		Answer
0%	(0)	I am a current student that attends a District 65 school
0%	(0)	I am a student at ETHS who attended a District 65 school
98%	(42)	I am an employee of District 65
2%	(1)	I am a parent / legal guardian of a student(s) in District 65
0%	(0)	I am a former District 65 parent / legal guardian
0%	(0)	I live within the District 65 community




## PARTICIPATION

### Breakdown of Participation



How do you identify your RACE/ETHNICITY?

%		Answer
14%	(6)	Latinx/Hispanic
30%	(13)	Black
9%	(4)	Prefer not to answer
42%	(18)	White
0%	(0)	African
0%	(0)	Middle Easternr
0%	(0)	East Asian
2%	(1)	South/Southeast Asian
2%	(1)	Caribbean
0%	(0)	Native American
0%	(0)	Pacific Islander
0%	(0)	Multi-Ethnic Racial



## PARTICIPATION

### Breakdown of Participation

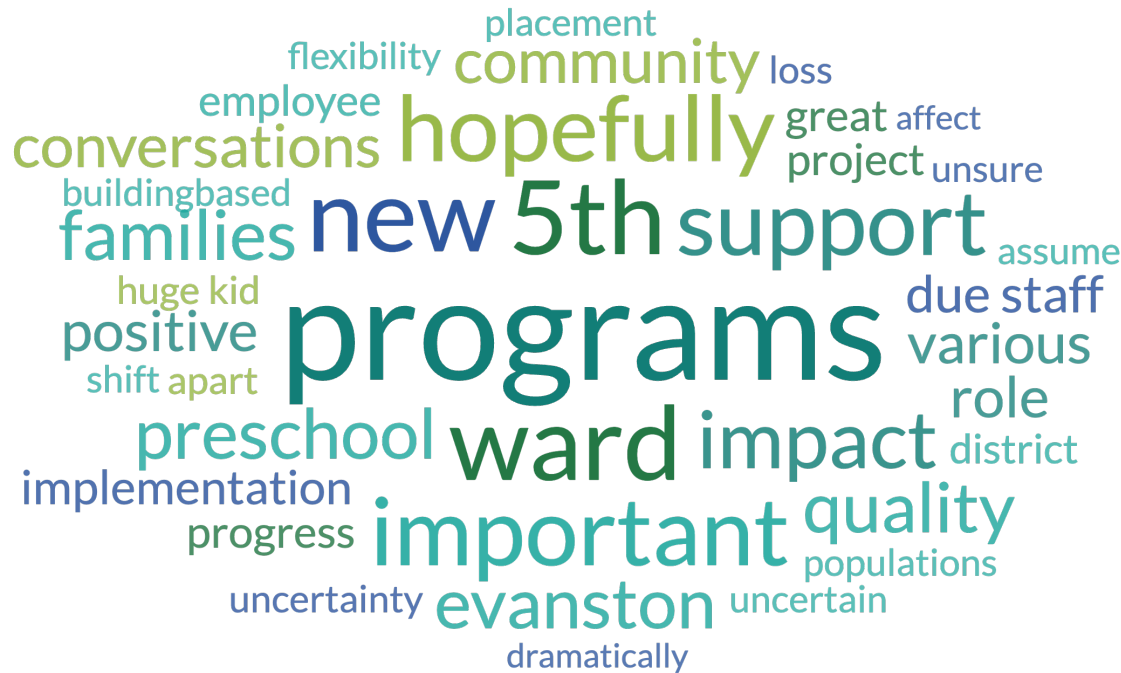


At which of the following District 65 SCHOOLS/PROGRAMS do you , or your child(ren) attend?

%		Answer
0%	(0)	JEH Early Childhood (0-5 years)
9%	(4)	Elementary (K-5)
2%	(1)	Middle School (6-8)
0%	(0)	Park School or Rice Education Center
26%	(11)	JEH Administration or Warehouse
19%	(8)	More than one of the above
44%	(19)	N/A



WORDCLOUD  
Top Rated





## THOUGHTS

### Key Thoughts



**Expanding the preschool programming to hopefully increase opportunities for Evanston families.** It's important because Evanston families need access to quality preschool in programs that won't kick them out if/when they don't fit the mold.

4.0 ★★★★★ (5 👤)

Ranked #1 of 17

**Professional learning & coaching opportunities for new, equitable learning environments, including new technology set-up and use.**

3.9 ★★★★★ (5 👤)

Ranked #2 of 17

**It will change location of programs I work in** Will impact special Ed programming

3.9 ★★★★★ (4 👤)

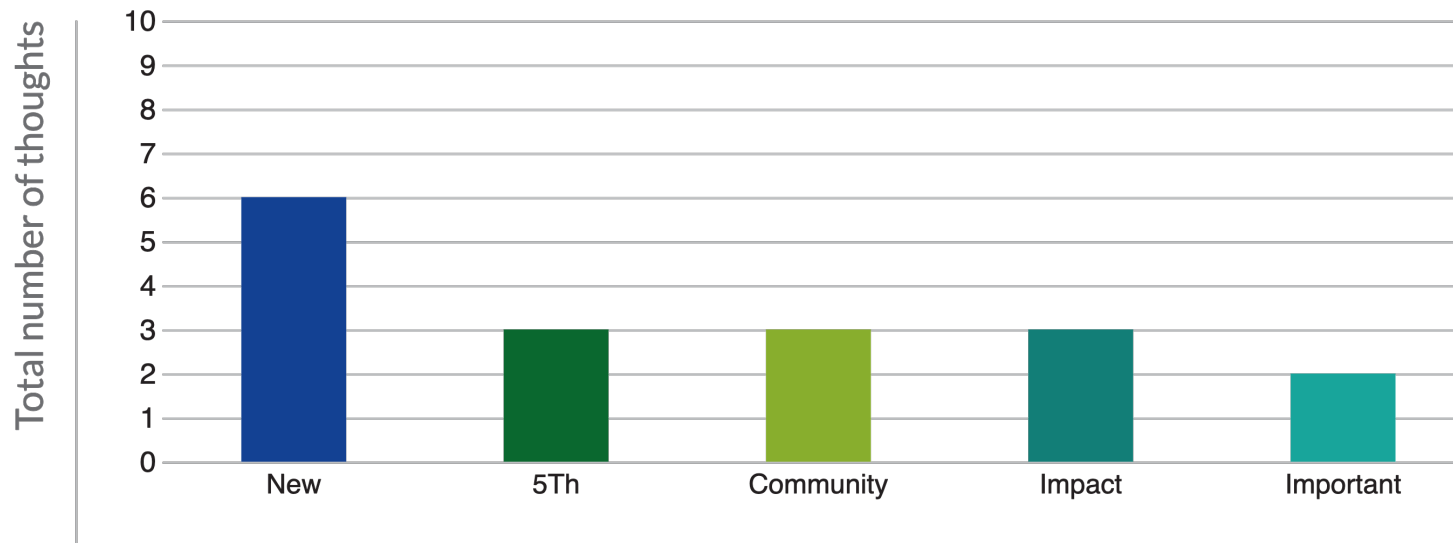
Ranked #3 of 17





## KEYWORD THEMES

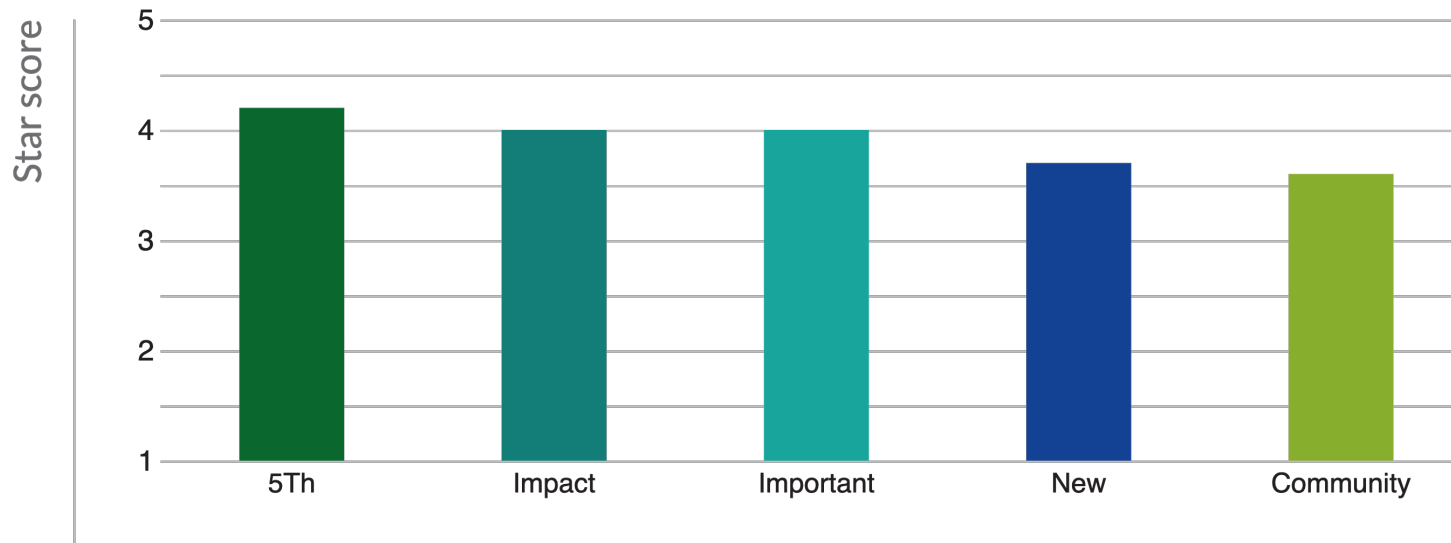
Top Themes by total thoughts





## KEYWORD THEMES

### Top Themes by star score





## THOUGHTS

### 5Th



Since there is an over representation of black students with IEPs , how will the 5th ward school accommodate the high level of need?

3.9 ★★★★★ ( 4 👤 )

Great to see the progress on the 5th ward project

3.6 ★★★★★ ( 2 👤 )

I coach the leaders at Bessie Rhodes, and I'm thinking about how I can support them and their community with this transition. It will be important to center the purpose and equity of the 5th ward school in these difficult conversations.

3.6 ★★★★★ ( 2 👤 )



## THOUGHTS Impact



**It will change location of programs I work in** Will impact special Ed programming

3.9 ★★★★★ (4 👤)

**Supporting the various programs. But in all, I see only positive impact for my role**

3.8 ★★★★★ (5 👤)

**It will not directly impact me unless the programs I support are moved out of the current schools they're in.**

3.2 ★★★★★ (4 👤)



## THOUGHTS Important



**Expanding the preschool programming to hopefully increase opportunities for Evanston families.** It's important because Evanston families need access to quality preschool in programs that won't kick them out if/when they don't fit the mold.

4.0 ★★★★★ (5 👤)

**Uncertain- I'm a district employee, not building-based, and I assume this flexibility in placement will be important as programs and populations shift**

3.3 ★★★★★ (2 👤)



## THOUGHTS

### New



**Professional learning & coaching opportunities for new, equitable learning environments, including new technology set-up and use.**

3.9 ★★★★★ (5 👤)

**The TWI program at Bessie Rhodes should not suffer due to the construction of a new school**

3.6 ★★★★★ (2 👤)

**My department will provide data on the process. Profess monitoring will support effective implementation.**

3.4 ★★★★★ (4 👤)



## THOUGHTS Community



**I am hopeful that conversations about transfers are holistic-- incorporating data, relationships, and community-- to nurture each new school community** This will be a tender and stretching time for each school community, so I hope the decisions are made with support for staff and school communities

3.6  (2 )

**It will have a huge impact** Because I apart of the community and want my kid to go to the new school

3.3  (5 )

**Reduced busing will lower carbon emissions for the district and improve air quality for our students & community**

3.3  (3 )



## WRAP UP Next Steps



### Thanks for participating

We'll be carefully considering what we learned and sharing our actions back with you.



## Question 2

What should we consider in Phase II regarding program placement?



## PARTICIPATION

### Breakdown of Participation



**47**  
Participants



**38**  
Thoughts



**282**  
Ratings

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WORDCLOUD  
Top Rated





## THOUGHTS

### Key Thoughts



#### Student need

4.1 ★★★★★ ( 10 👤 )

Ranked #1 of 38

**Access, agency, and advocacy: who has it, who doesn't, and how to do we level the playing field.** What's fair isn't always equal.

4.1 ★★★★★ ( 9 👤 )

Ranked #2 of 38

**Location and sibling placement** Families want their children to be together and not travel all over Evanston. Stability is key

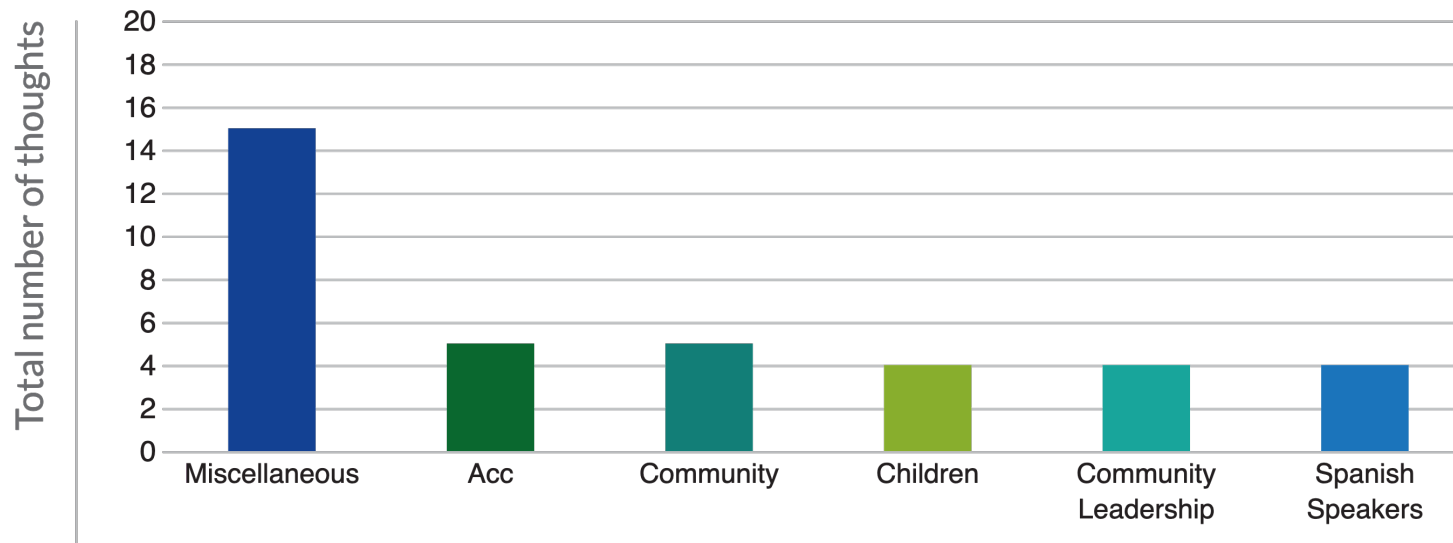
4.0 ★★★★★ ( 9 👤 )

Ranked #3 of 38



## KEYWORD THEMES

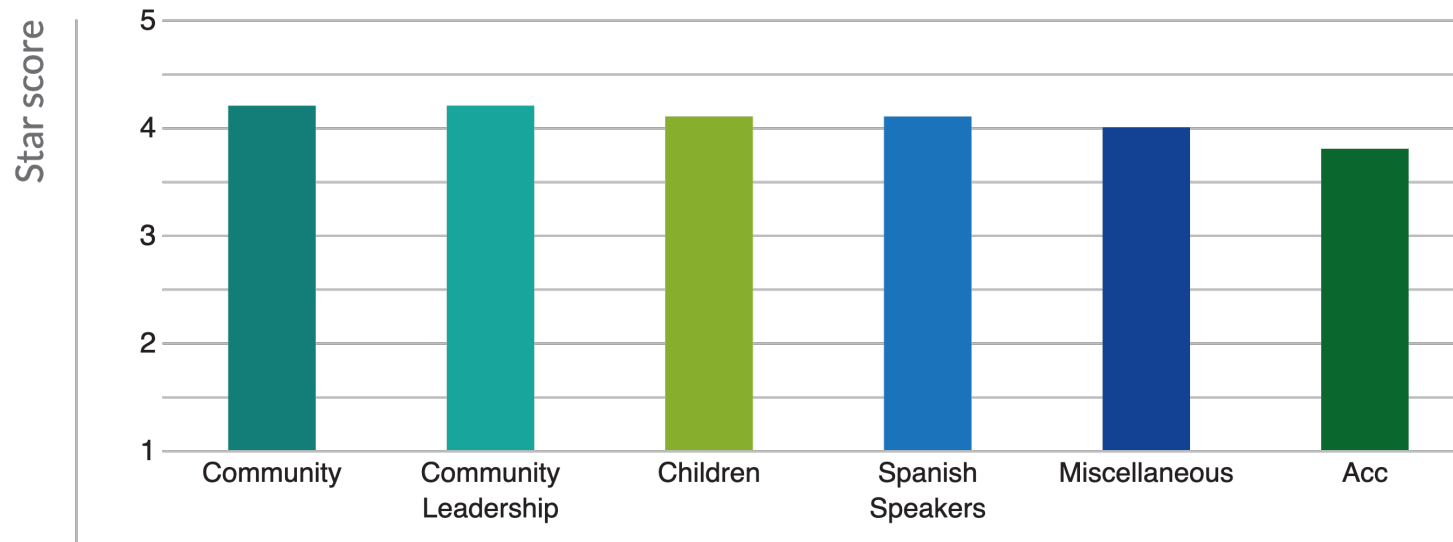
Top Themes by total thoughts





## KEYWORD THEMES

### Top Themes by star score





## THOUGHTS Community



**Needs instead of wants of the community** Ensuring we are filling gaps is the most important thing we can do for the community.

4.0 ★★★★★ (8 👤)

**Walkable schools and students being able to go to school in their neighborhood.** Builds community.

3.9 ★★★★★ (8 👤)

**Needs of community**

3.8 ★★★★★ (8 👤)



## THOUGHTS

### Community Leadership



**Who will admin be and how will that be decided?** Leadership = culture and community

4.0 ★★★★★ (9 👤)

**Leadership and staffing for a new school community!** Get to start fresh

3.9 ★★★★★ (9 👤)

**Leadership and intentional teacher placement**

3.8 ★★★★★ (9 👤)





## THOUGHTS Children



**Location and sibling placement** Families want their children to be together and not travel all over Evanston. Stability is key

4.0 ★★★★★ (9 👤)

**Some older families have a lot of ideas to share even if they have grown children.**

Sometimes parents feel like things are rushed and not open to trusting. Have a community person involved is vital

3.8 ★★★★★ (9 👤)

**Help parents so they can be more involved at their children's school**

3.7 ★★★★★ (5 👤)



## THOUGHTS

### Spanish Speakers



**Program design**

4.0 ★★★★★ (9 👤)

**Native Spanish speakers for TWI programming location & overall support** Racial & ethnic justice

3.9 ★★★★★ (9 👤)

**Language around who & for what purpose the TWI program was created . Equalizing language- both native English & Spanish speakers are equally valuable.**

3.5 ★★★★★ (6 👤)



## THOUGHTS

### Miscellaneous



**Access, agency, and advocacy: who has it, who doesn't, and how to do we level the playing field. What's fair isn't always equal.** 4.1 ★★★★★ (9 👤)

**Consider what is in the best interest of those that are marginalized and have been historically in this district for years.** 3.9 ★★★★★ (9 👤)

**What's working currently and improve what is already working** Consistency 3.9 ★★★★★ (8 👤)



## THOUGHTS

### Acc



**ACC programming** It's important specifically in the 5th ward for the amazing black history it has already **3.9** ★★★★★ (9 👤)

**ACC and TWI considerations** Building equity **3.6** ★★★★★ (2 👤)

**Student Diversity at the schools, don't remove TWI or consolidate into a different school if there is a large Hispanic student population** Expand TWI don't remove for schools with a significant Hispanic population **3.5** ★★★★★ (9 👤)