



Student Assignment Project Virtual Interactive Presentation January 2022

Session Housekeeping and Norms

- This is a webinar and you will only see the hosts and panelist
- Q&A and chat are not available
- We will use the thought exchange tool to collect all your responses
- Please keep responses related to the questions asked so we can accurately analyze the data for future decisions

Norms

1. Be honest and respectful
2. Be open to new ideas and possibilities
3. Be loyal to the process

D65 Student Assignment Process: Your voice matters!



- Last spring, District 65 launched a **multi-year Student Assignment Project (SAP)** to modernize our district structure and address historic inequities that continue to most significantly impact students of color.
- D65 organized an **SAP Committee** charged with making recommendations on student assignment to the School Board next spring. The Committee meets twice monthly and collectively established some guiding principles for sub-committee exploration:
 - Walkable schools/ Revised boundaries
 - Decreased transportation
 - A school in the 5th Ward
 - Broadening the scope of magnet programs
- Broad **community voice** is critical to the SAP process
 - A community survey was conducted in the fall to gather input and perspectives
 - This virtual interactive presentation to help us take a deeper dive into themes from the survey data



More About This Session



Facilitated by Dr. Logan

- This district is interested in aligning student assignment policies with what parents prioritize in their child's school
- According to the survey analysis to date, some big parent priorities for student assignment include schools being close to where students live, that have the programs students need, and that are racially diverse
- During our time today, we are going to share some maps and graphs related to these priorities and how they intersect, and then prompt some conversations topics for you all to respond to
- Thought exchange platform will be used to gather your feedback (English and Spanish)

Technical Partners

Dr. Nichole Pinkard - Northwestern University

Dr. Karen Smilowitz - Northwestern University

SageBird Consultants: Cassie Blausey, J.D. and Stephen W. Lin, PH.D.



District 65 Terms and Definitions

School Boundaries are the school districts physical borders that define how students are assigned to school.

Magnet Schools serve students in grades K-8 and focus on a special area of study embedded in the core curriculum.

Selective Enrollment Programs

African Centered Curriculum (ACC)

ACC is a culturally immersive program option for kindergarten through fifth-grade students that centers around the identity, heritage, and culture of people of African descent.

Two-way Immersion (TWI)

TWI is a Spanish and English program option for kindergarten through fifth-grade students that develops strong literacy skills and language proficiency in English and Spanish.

Student Assignment is a system that aligns the values of the community and the district to assign students to schools and programs.

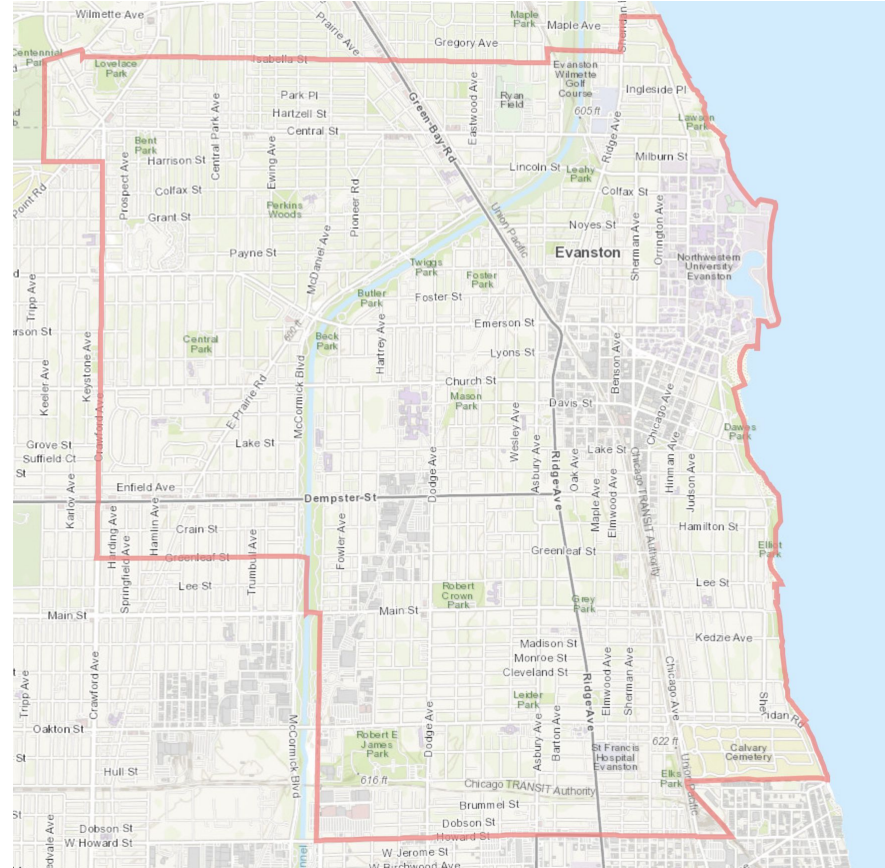
Attendance or Neighborhood Schools are the schools and their feeder schools in each boundary area and are assigned based on the address of residency.

Boundaries and Belonging: *Defining your neighborhood*

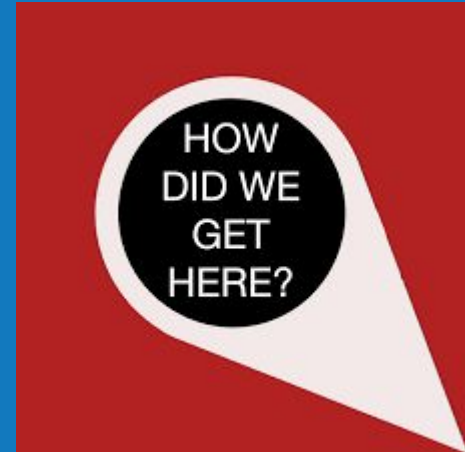


In the community survey, people expressed the **importance of neighborhoods**, places where they feel a sense of community and belonging, where things they care about are located.

Q1: Where is the neighborhood or community that you feel connected to?
What creates a neighborhood to you? (e.g. streets, wards, parks, libraries, community centers)



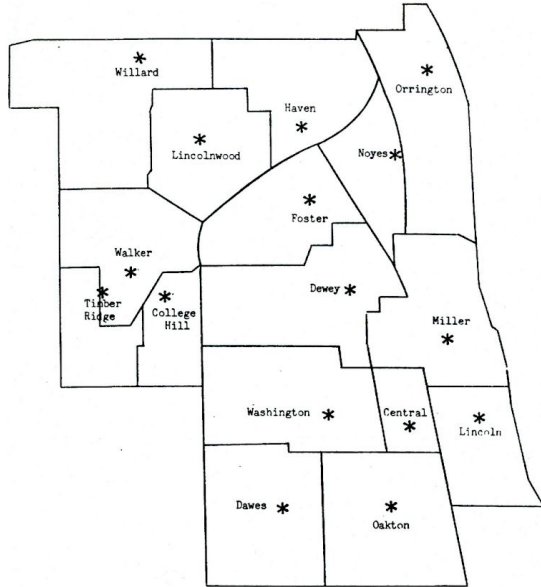
Student Assignment Data



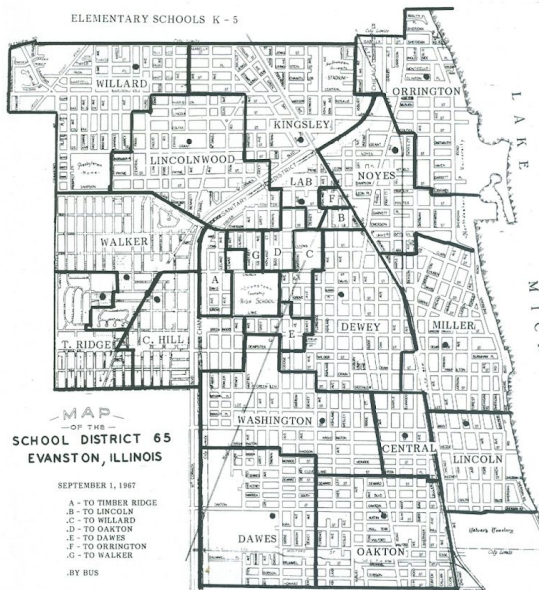
Historical Decisions Have Lasting Impact That Are Still Mediating Our Designs



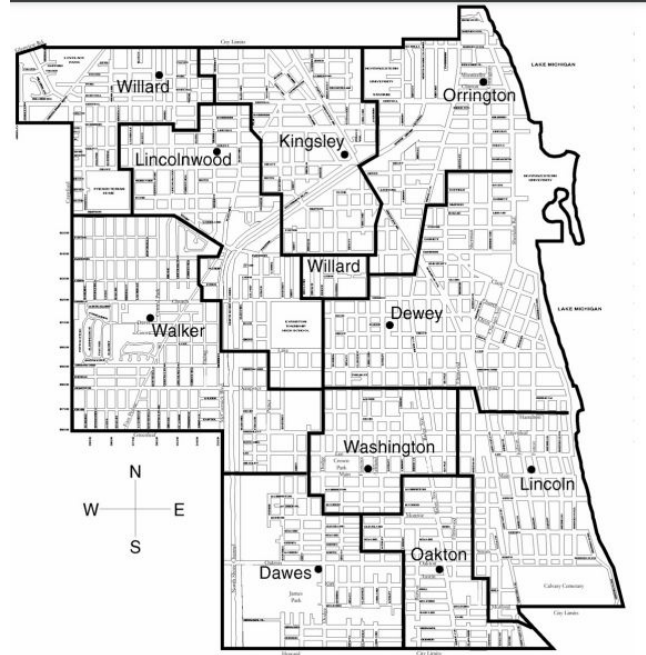
School district attendance area map in 1966, before desegregation plan was implemented.

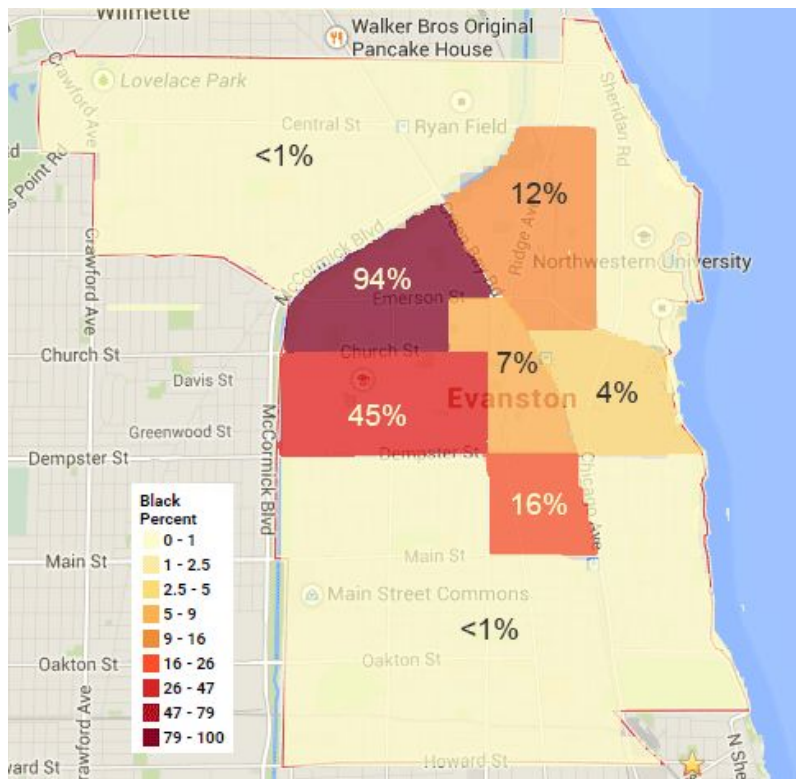


School district attendance area map in 1967, implementing desegregation plan.

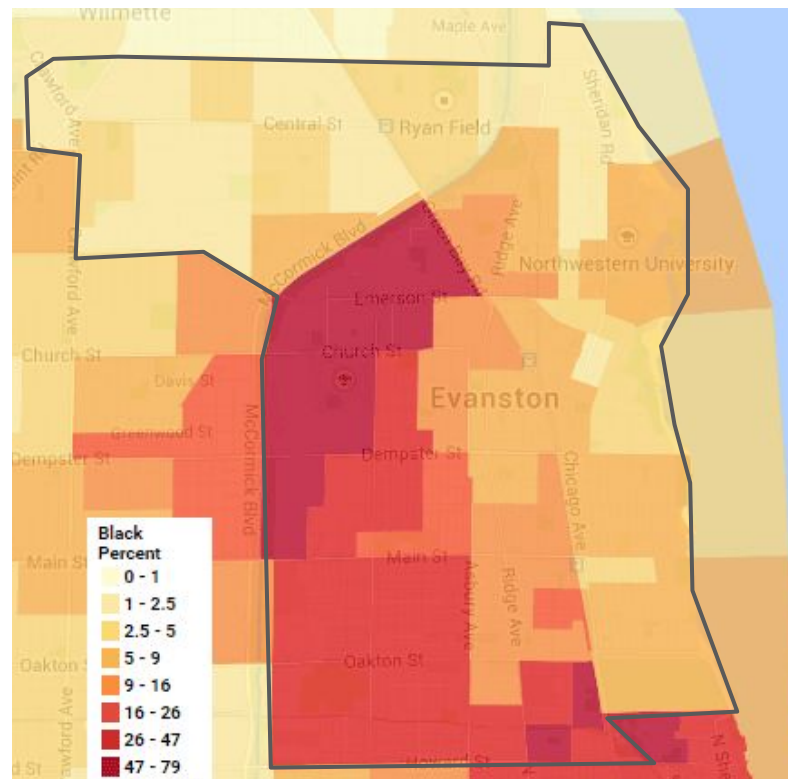


School district attendance area map today



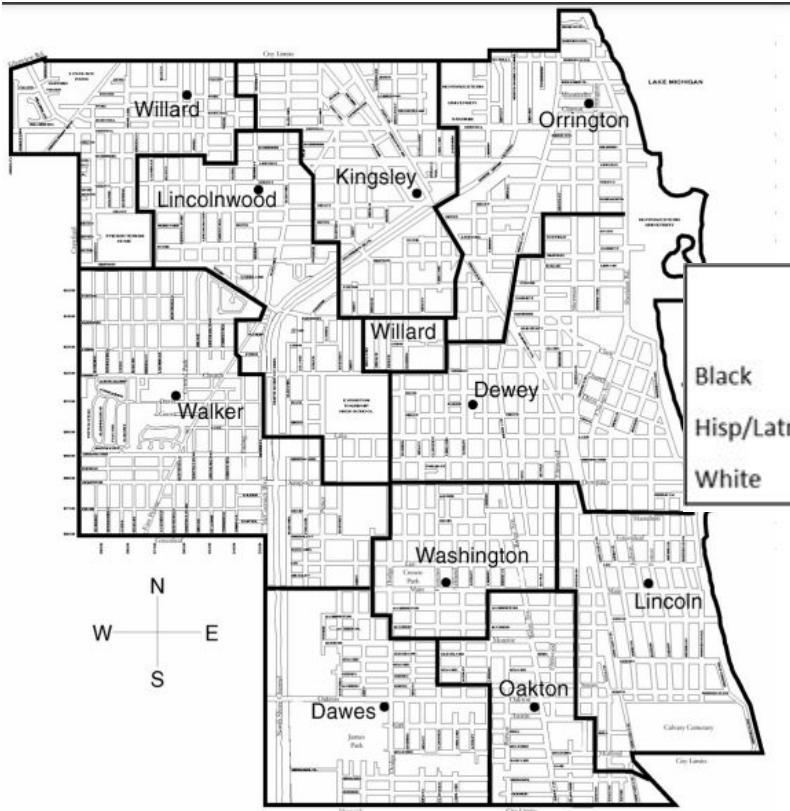


~1960: Recreation of Mary Barr map, shows the percentage of Black residents living in a given area. 12% of Evanston residents were Black, and they were for the most part concentrated in two census tracts.



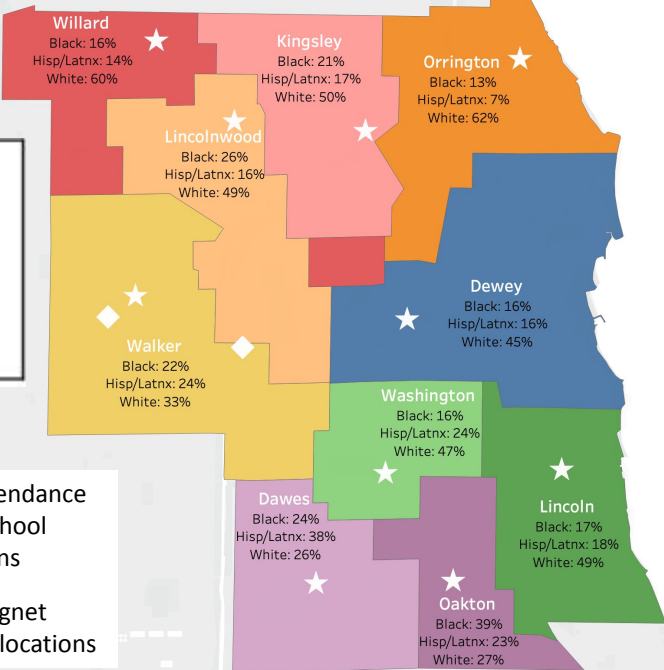
2010: Chart from Justice Map showing the percentage of Black residents in 2010 census tract block groups in Evanston.

District 65 guideline: “no defined racial group shall exceed 60% of a school population.”



What is possible based on *students living in the attendance area*

% residing in attendance area

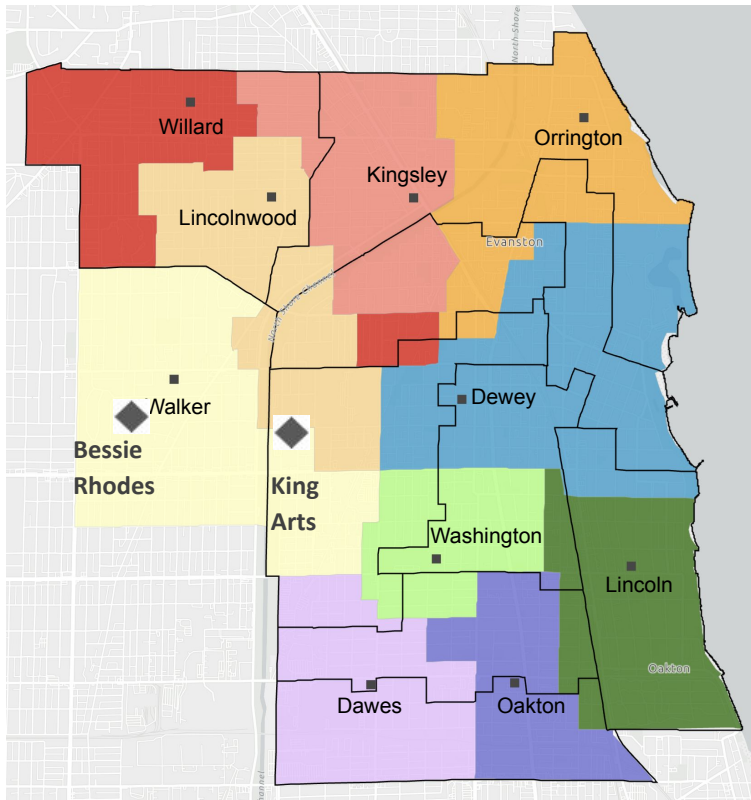


- ★ K-5 attendance area school locations
- ◆ K-8 magnet school locations

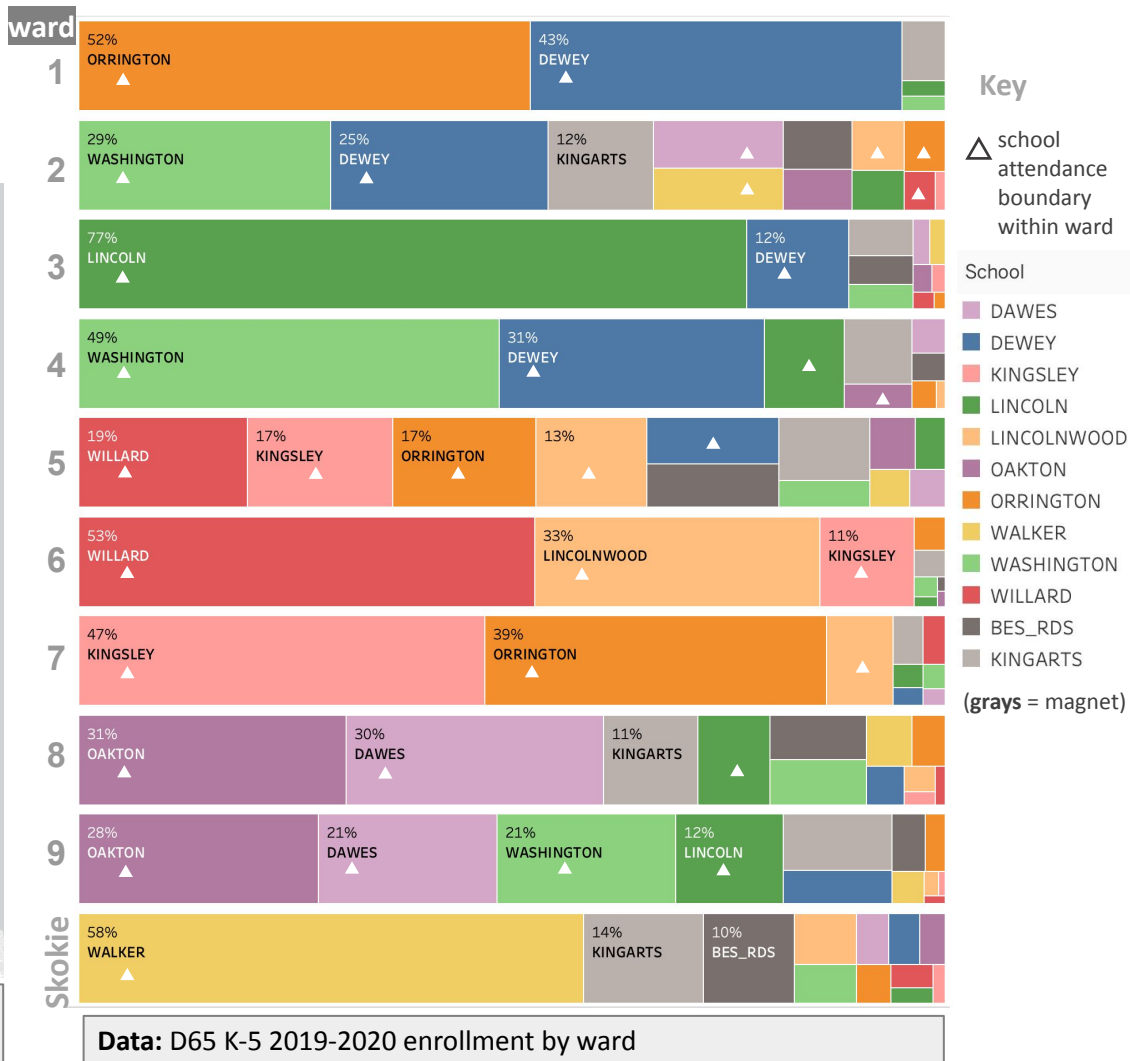
Boundaries: D65 elementary attendance areas
Data: D65 K-5 attendance areas by race/ethnicity

Boundaries: D65 elementary attendance areas

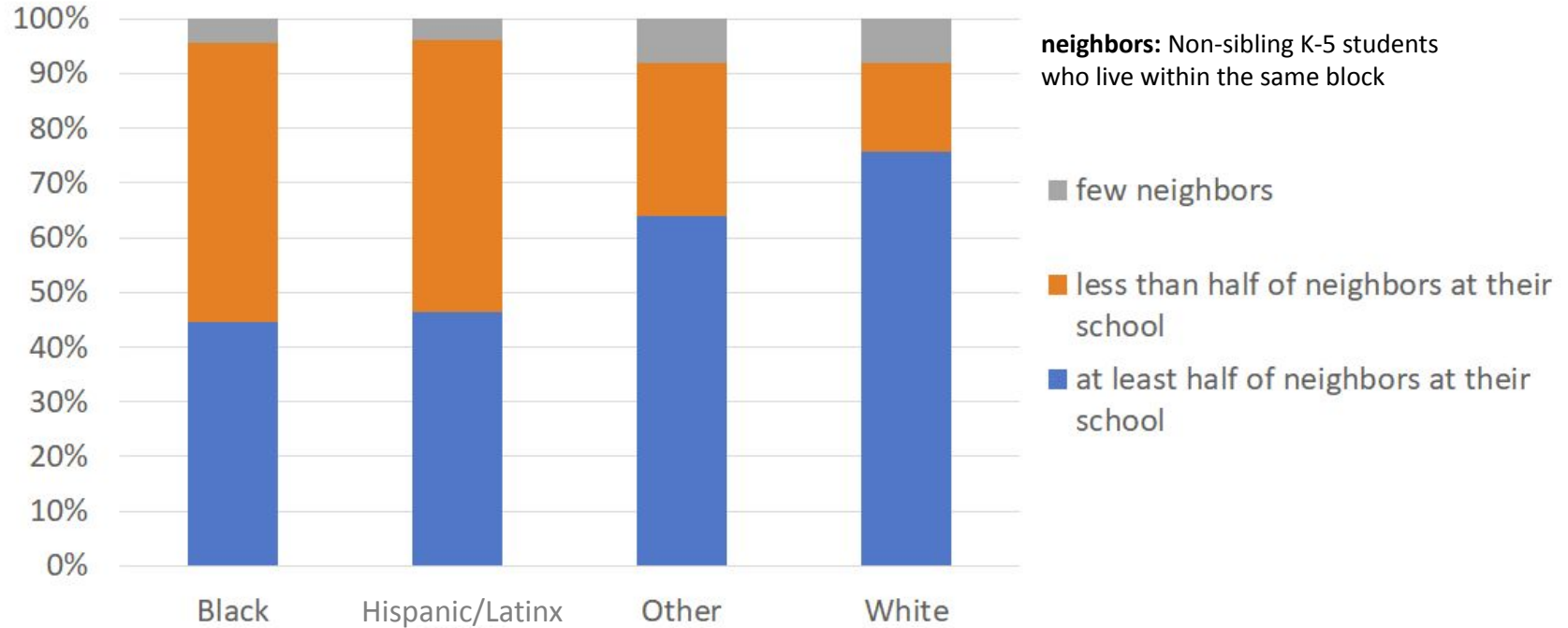
Students living in communities of color are distributed across many different schools.



Boundaries: D65 elementary attendance areas AND Evanston wards



Black and Hispanic/Latinx students are the least likely to have neighbors who go to their school, even though they are more likely to have neighbors of the same age.



Data: D65 K-5 2020-21 (student aggregation by race)

THEME OF THE SESSION



**ATTENDANCE OR NEIGHBORHOOD
SCHOOLS**

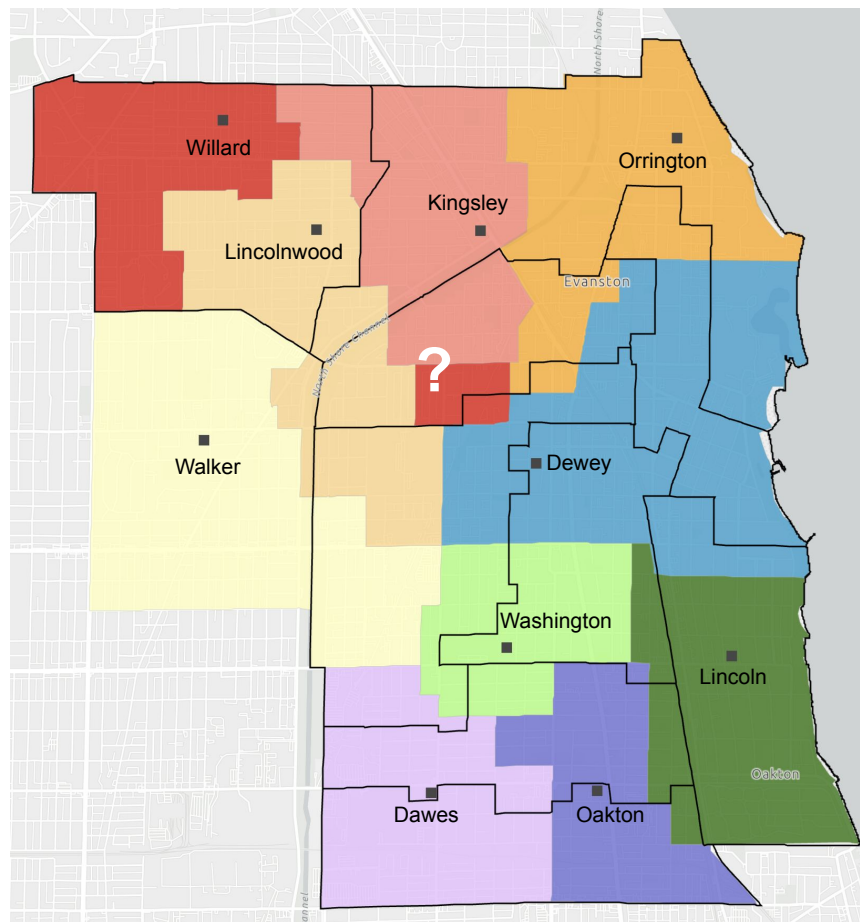
Theme #1: Neighborhood schools and racial diversity

The survey data suggests that people prioritize *student diversity*, schools that are *close to home* (within 1.5 miles), and having *neighborhood peers*.

As the data showed, **having both truly diverse schools and neighborhood schools is not realistic.**

Q1 . Given the reality, how do you prioritize between student diversity and equitable access to neighborhood schools?, e.g., having a school near to where you live

Q2. What is essential for you and your family (walkable? friends from the community? sense of belonging?) and where you are willing to consider trade-offs?

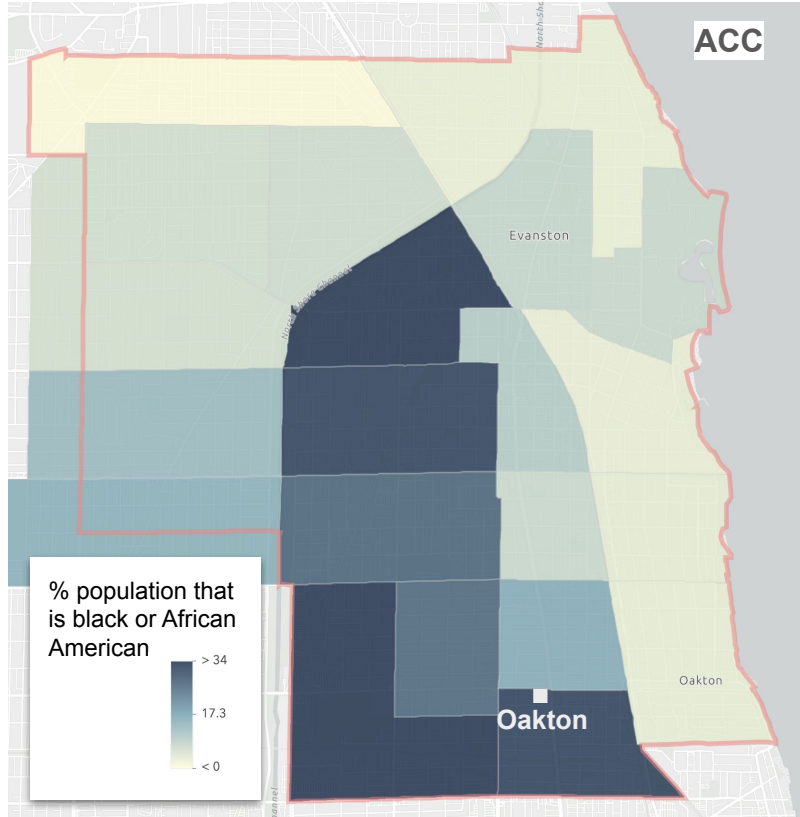


THEME OF THE SESSION

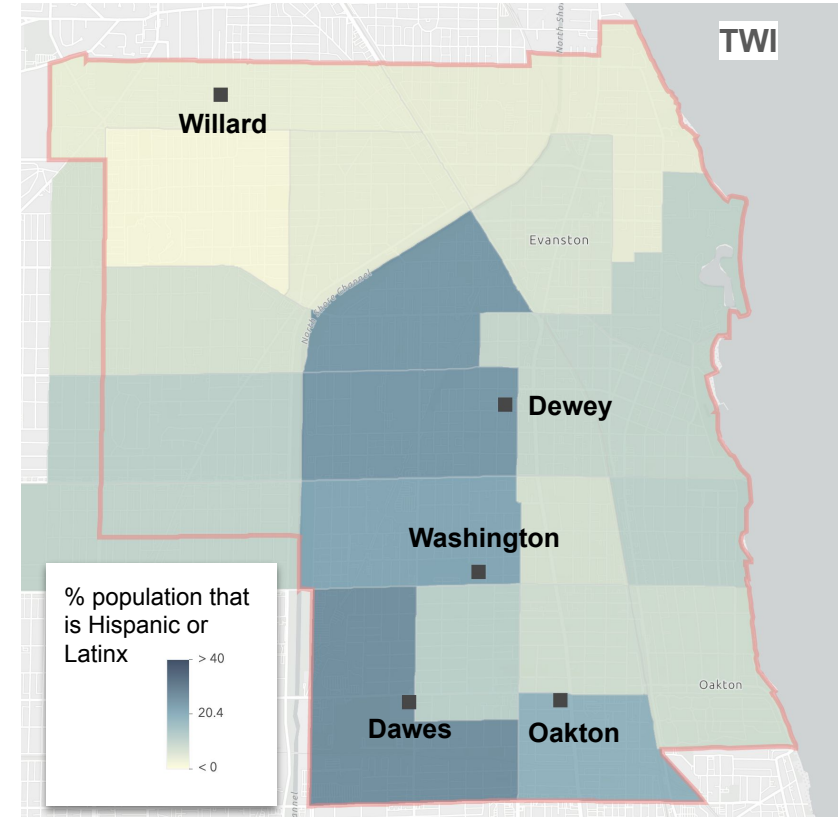
**SELECTIVE ENROLLMENT PROGRAMS
(ACC & TWI)**

Theme #2: Selective enrollment program placement

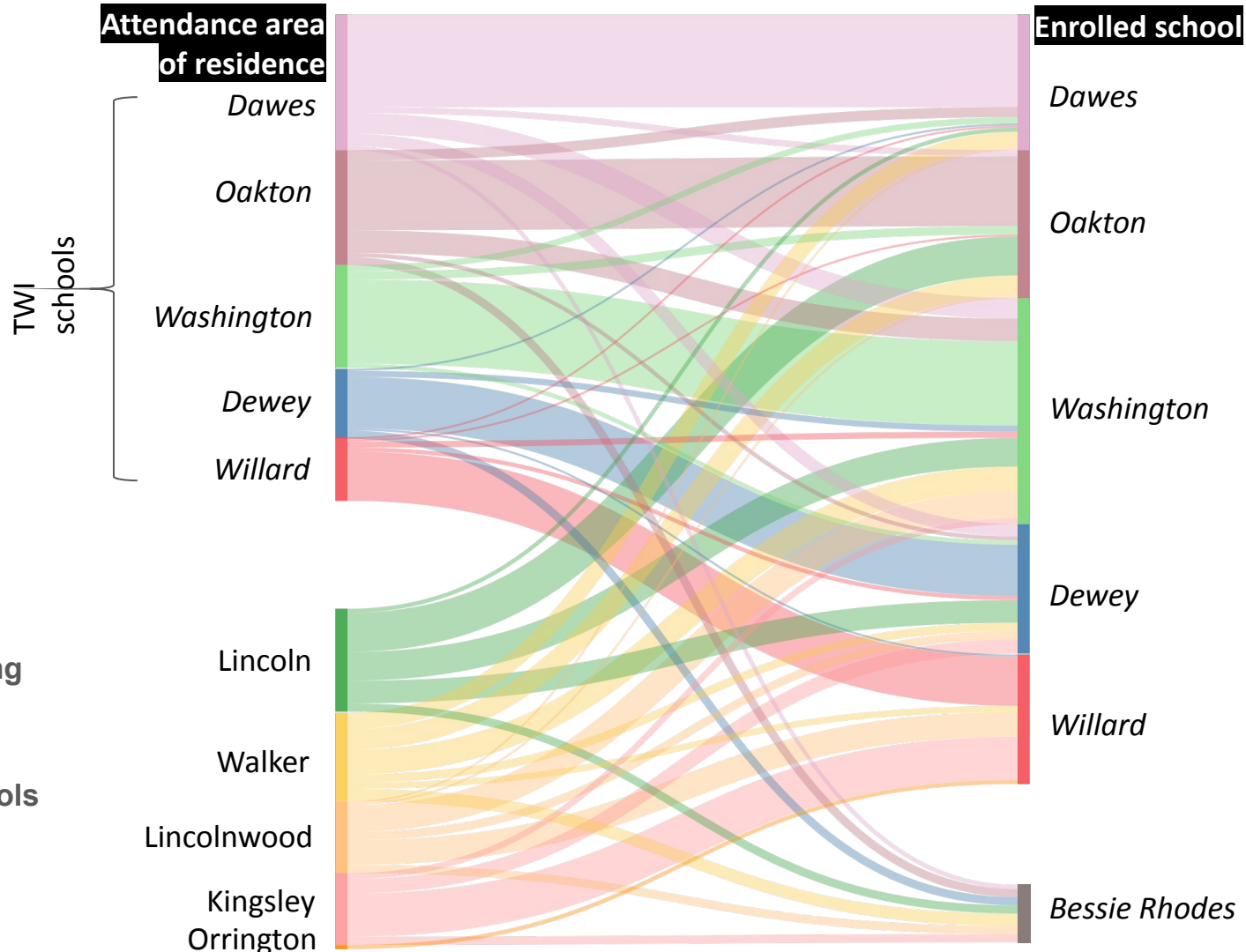
Schools offering **African-centered Curriculum**



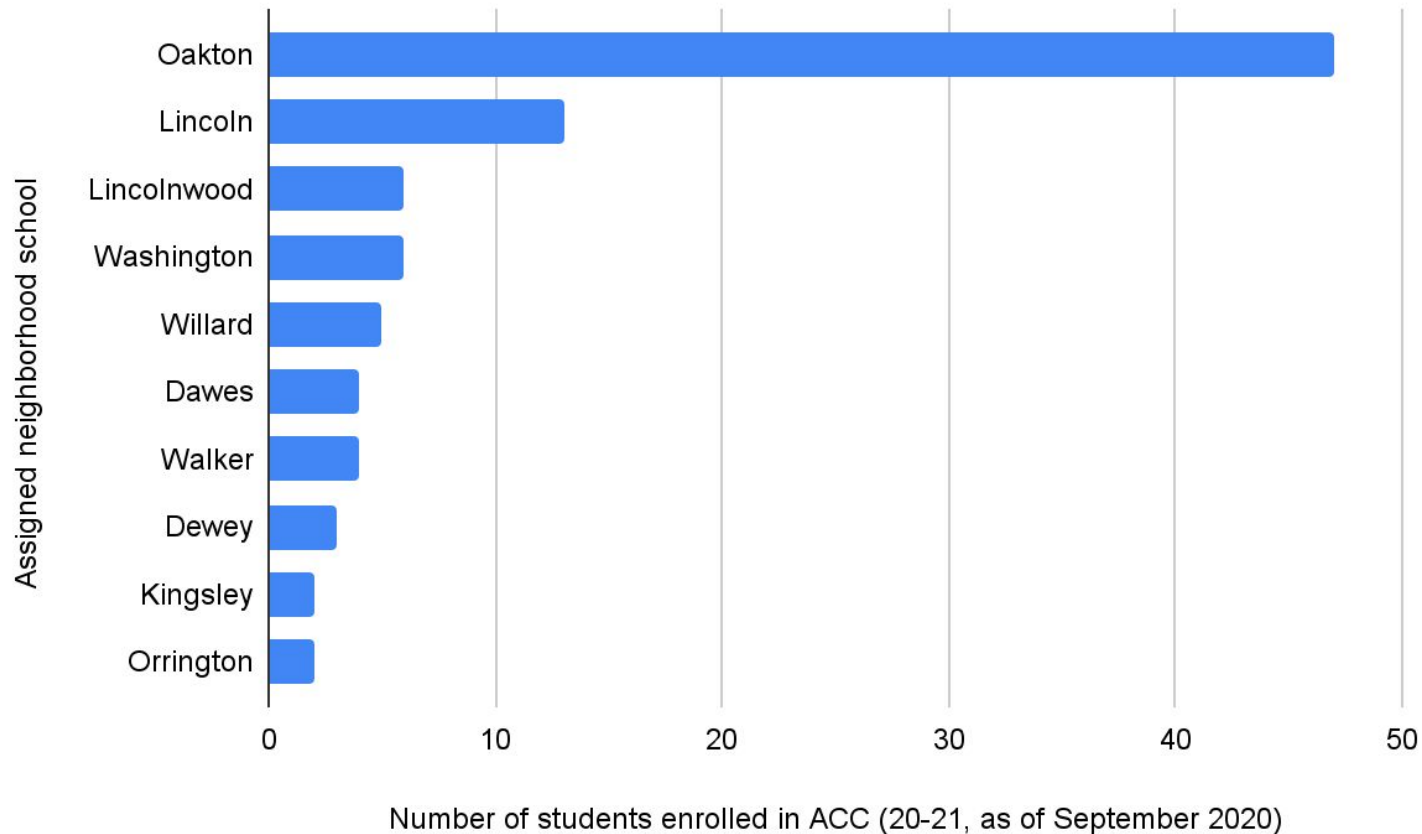
Schools offering **Dual Language: Two-way Immersion**



Native Spanish-speaking TWI participants are enrolled in a mix of TWI schools throughout the district.



ACC Enrollment vs Where Students Live



Theme #2: Selective enrollment program placement

The survey data suggests that people want **access to unique programs in their schools** and that programs should be placed where they are most needed.

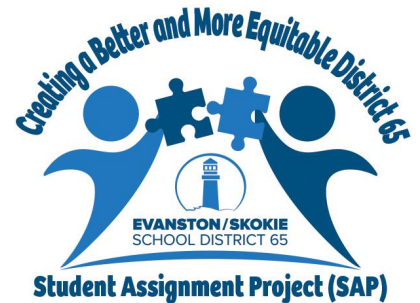
While it is not possible to offer all programs in every school, it is possible to place programs more strategically.

Q1: How should the placement of programs into schools be determined? Who is best positioned to take advantage of them?

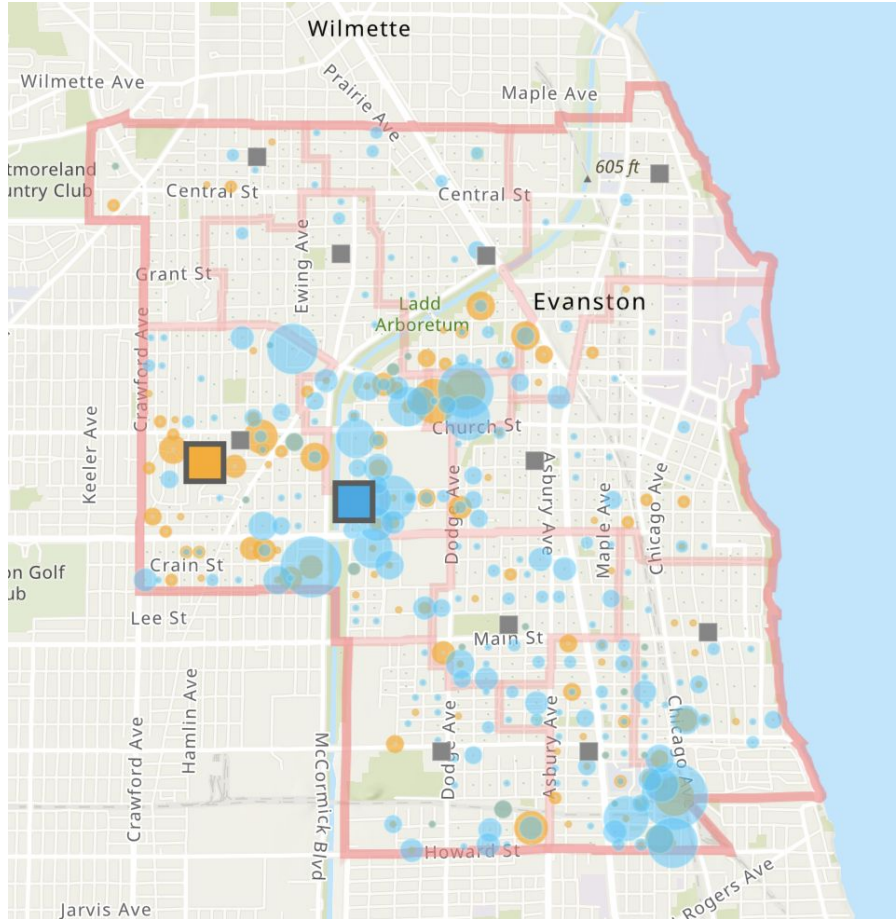
Q2: Are there other selective enrollment programs that are important to your family?

THEME OF THE SESSION

MAGNET SCHOOLS



Theme #3: Magnet schools and D65



- Dr. Bessie Rhodes School of Global Studies
- Dr. Martin Luther King Jr. Literary & Fine Arts School

- Number of students attending Bessie Rhodes living within this block
- Number of students attending King Arts living within this block

(Larger circles indicate more students)

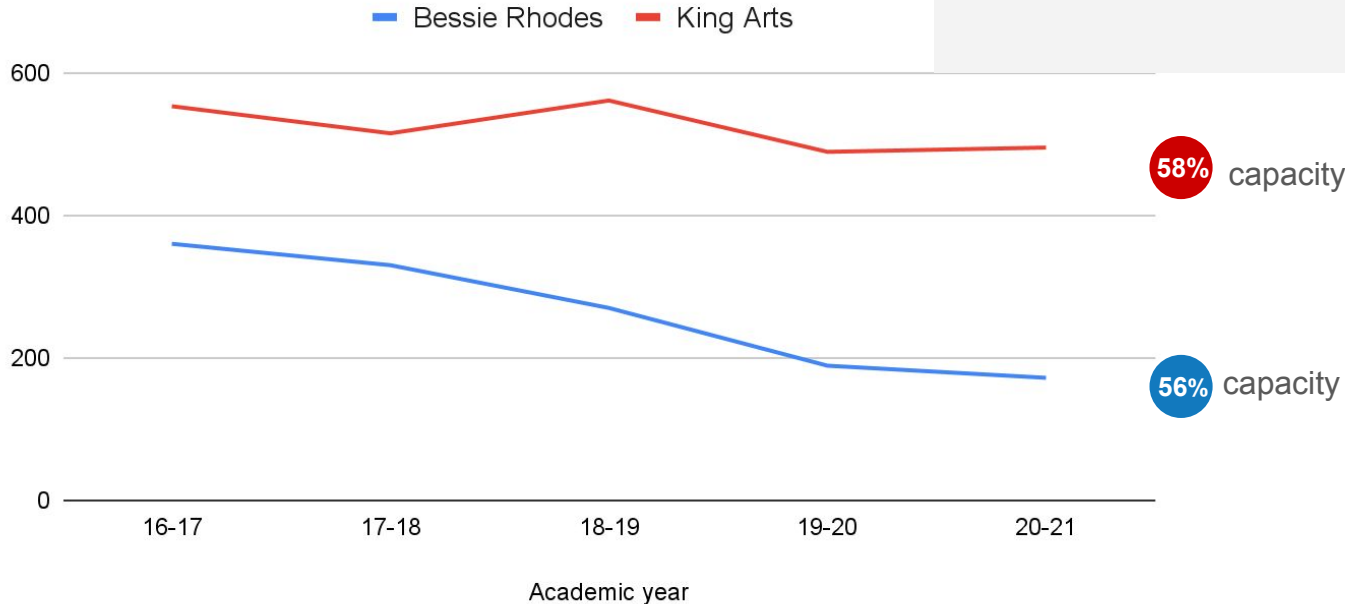
Theme #3: Magnet schools and D65

The two **magnet schools** in the district are **underutilized**.

Q1: Why is magnet school enrollment declining?

Q2: What is valuable about magnet schools and what is not working?

Student enrollment trends over time



Thank you!

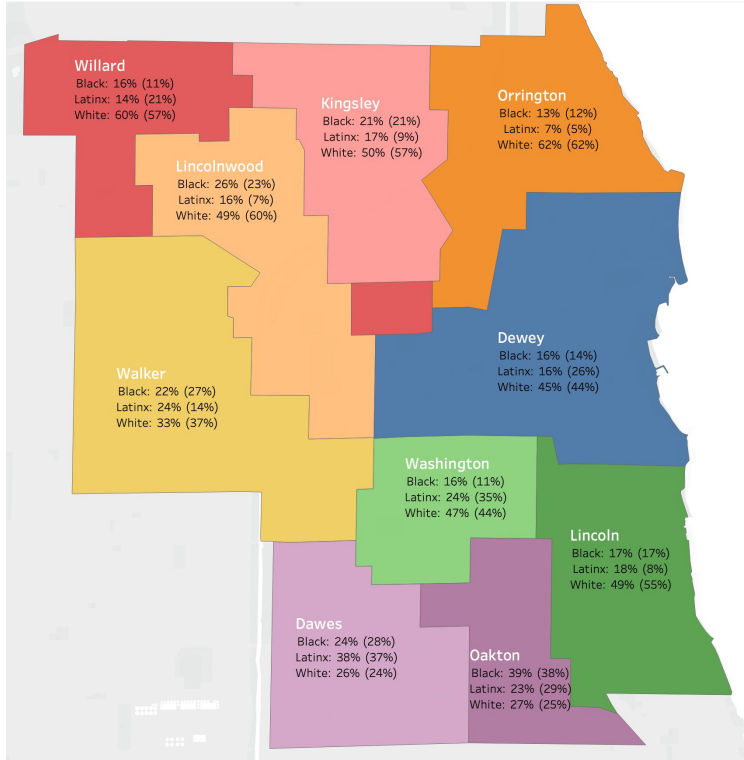
Student assignment is a part of our multi-faceted approach to long-term planning for the future of our public schools. Addressing our structural deficit and ensuring a strong financial position will require systemic change. We must look carefully at our building footprint, operational efficiencies, transportation costs, and the needs of our aging buildings. We must do all of this while maintaining the strength and quality of our instructional and social-emotional programming. In order to successfully do all of this, we must take a holistic approach which also includes the development of a Master Facilities Plan, a Curriculum and Instruction Audit, as well as Strategic Planning which are all currently underway.

Please stay tuned for additional updates!

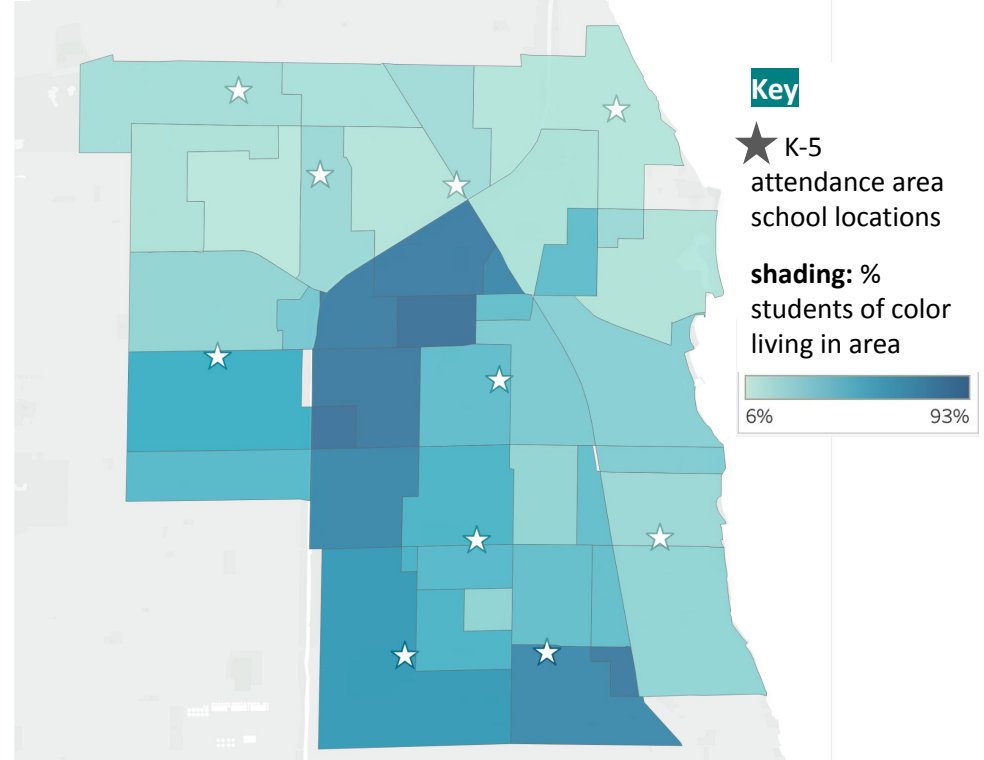
<https://www.district65.net/Page/2093>

Not all students are enrolled in their attendance area school and this varies by race and neighborhood (left); proximity to attendance area also varies by race and neighborhood (right)

% residing in attendance area (% enrolled in school)



Boundaries: D65 elementary attendance areas
Data: D65 K-5 enrollment as of 9/30/2019 (Start of school report) and D65 K-5 2019-2020 enrollment, by race/ethnicity



Boundaries: Census tracts within D65 elementary attendance areas
Data: D65 K-5 2019-2020 enrollment by race/ethnicity

Number of students in ACC (20-21) by their assigned neighborhood school.

ACC is currently only offered at Oakton.

Over 50% of the students enrolled in ACC live within the Oakton neighborhood attendance boundary

