



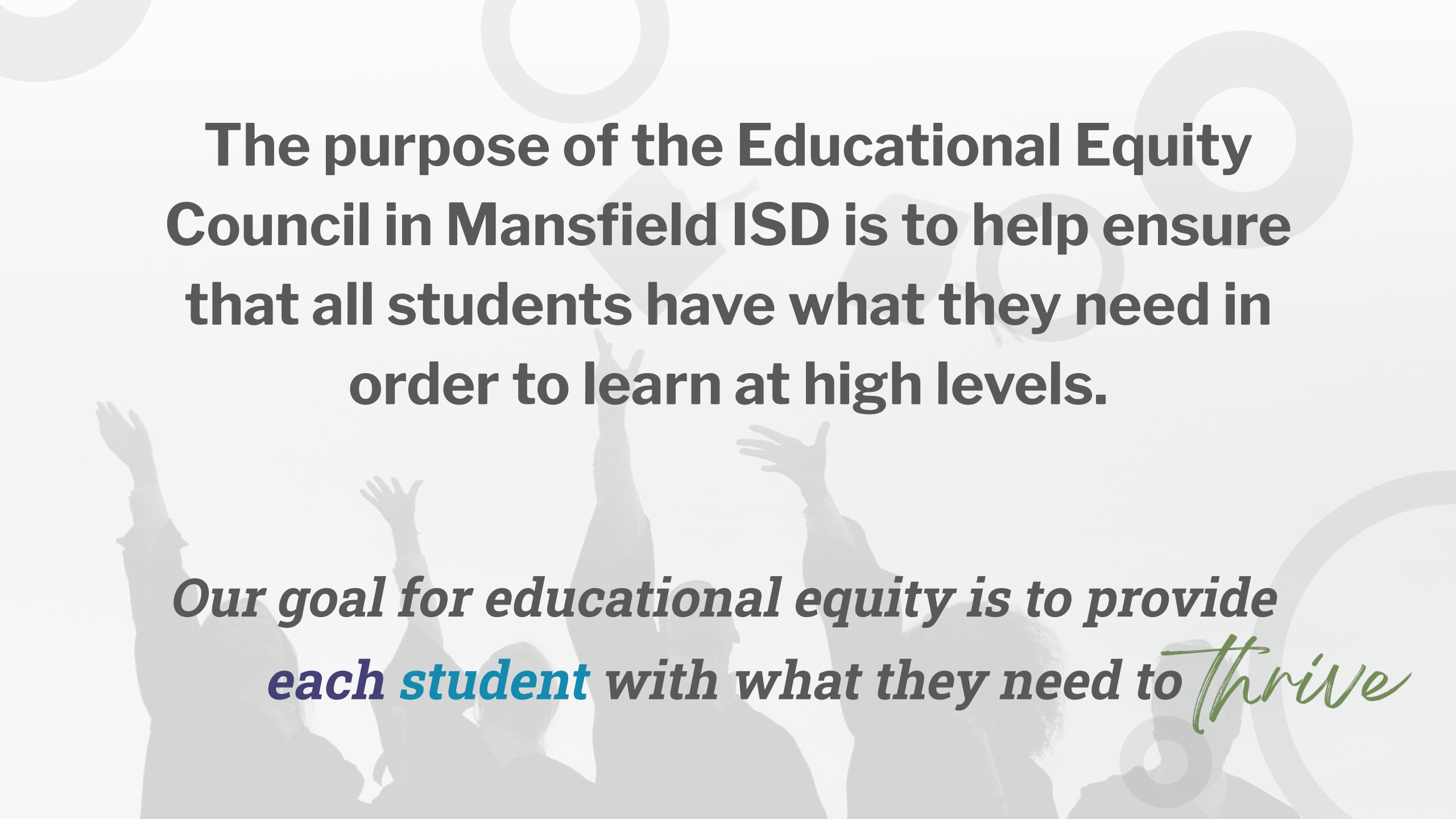
EDUCATIONAL
EQUITY

M A N S F I E L D I S D

Educational Equity

Advisory Council

May 16, 2024



The purpose of the Educational Equity Council in Mansfield ISD is to help ensure that all students have what they need in order to learn at high levels.

*Our goal for educational equity is to provide each **student** with what they need to thrive*

Our Role



ADVISORY



Our role as a council is to provide support, feedback and guidance to the Board of Trustees about issues related to educational equity throughout Mansfield ISD.

Working together to fulfill the district's Vision 2030 values, the council is tasked with making recommendations to the Board regarding changes to policy, procedures and *practice* within Mansfield ISD.

Group Norms

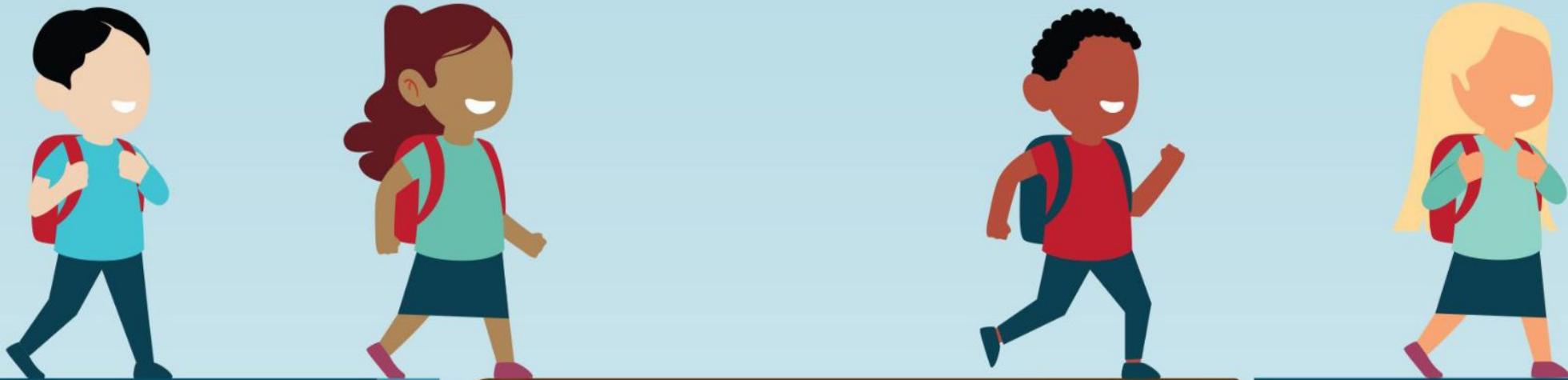
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- ❖ Be here now.
 - ❖ Be open-minded.
 - ❖ Assume positive intentions and take responsibility for impact.
 - ❖ We will listen to each other (active listening). Listen to understand.
 - ❖ We will speak respectfully to each other at all times.
 - ❖ Never forget your WHY.
 - ❖ What happens in our BRAVE space stays in our Brave space.
 - ❖ Be empowered to CHAMPION educational equity.

This Year's Goal

Align our work with the work of Professional Learning Communities

- **Focus on ensuring high levels of learning for all students**
- **Focus on differentiation**
- **What can we do instructionally to address recommendations in audit?**
- **Educational Equity Council Book Study**

Our Work



Ensure high levels of learning
for all MISD students

Our Work as a Council

Ruthless Equity Book Study

Viewed Equity Audit Focus Areas,
Findings, and Recommendations

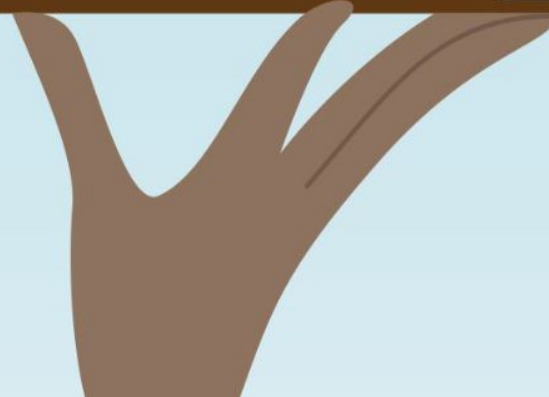
Received Professional
Learning

PLCs, Discipline Data, SEL

Ensure high levels of learning
for all MISD students

Deepened Advisory
Council's
understanding of
Diversity, Equity,
Inclusion, & Belonging

Defined Educational
Equity and used the
definition as the lens
for our work



Our Work

DIVERSITY + EQUITY + INCLUSION =
BELONGING



What's
the
Difference
?

How did you do?

EQUITY
BASED ON WHAT THE PERSON
NEEDS EVEN IF DIFFERENT FROM
THE NEEDS OF OTHERS

DIVERSITY
PRESENCE OF DIFFERENCES
WITHIN A GIVEN SETTING



INCLUSION
EVERY PERSON FEELS INCLUDED,
FEELS SEEN, FEELS HEARD AND
VALUED WITH NO BARRIERS

BELONGING
EVERYONE IS VALUED THROUGH
POSITIVE CONNECTIONS WITH
OTHERS

Review of Focus Areas

Vision & Expectations

Curriculum

Academic
Achievement

Audit Findings &
Recommendations

Equity & Access

Culture & Climate



Audit Findings & Recommendations

Academic Achievement

Finding 1.1 - District performance overall exceeds state averages, but students of color consistently score below their peers, with the exception of Asian students.

Finding 1.2 - Economic need in Mansfield ISD is a strong predictor of performance on state tests. Not all students have equal access to effective learning environments.

Finding 1.3 - For the most at-risk students, opportunity gaps are evident and are not consistently narrowing over time. For some groups, without extreme intervention, the gaps will never narrow.

Recommendations

Expectations for instructional delivery that outline specific expectations for meeting all students' needs in the classroom (curricular as well as instructional).

PLC Training & Implementation

Differentiation

Curriculum Audit

Focus Areas

Vision & Expectations

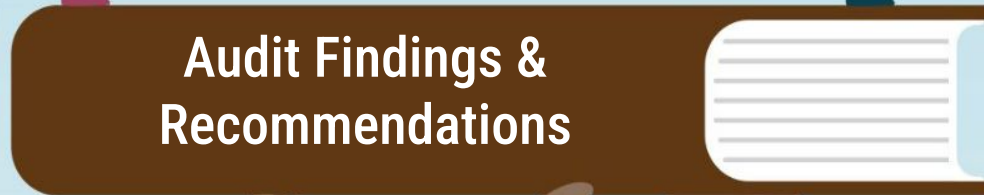
Curriculum

Academic
Achievement

Audit Findings &
Recommendations

Equity & Access

Culture & Climate



Audit Findings & Recommendations

Curriculum

(What teachers teach and what students are expected to learn.)

Finding 1.1 - The written curriculum, although comprehensive in scope and quality, is weak on offering sufficient suggestions and resources that support differentiating instruction for diverse learners with a variety of needs.

Recommendations

Ensure curriculum supports differentiating for the varied student needs and backgrounds in classrooms;
Ensure *teacher understanding and clarity on the meaning of the standards and the delivery of the standards.*

PLC Process

Differentiation

Curriculum Audit

Focus Areas

Vision & Expectations

Curriculum

Academic
Achievement

Audit Findings &
Recommendations

Equity & Access

Culture & Climate



Audit Findings & Recommendations

Equity & Access

Finding 3.1 - Economic isolation at campuses contributes to lower student performance and is compromising the benefits of the district's diversity.

Finding 3.4 - The rates at which students dropout, are retained or are disciplined, when examined by race/ethnicity, gender and student group, are not proportional. Financial allocations to schools are not clearly linked to schools' level of need.

(Focused on 2 of the 4 findings)

Recommendations

Equity in Discipline: Establish goals for ensuring that disciplinary actions are fair and consistent across campuses and not reflective of any biases.

Related actions might include: [...] SEL and restorative practices; training teachers in the same, and monitoring disciplinary referrals for fidelity to expectations. When numbers are disproportional, have consistent interventions from the Student Services department to identify where problems persist and what training supports are necessary.

Social Emotional Learning

Student Mentoring Programs

Relational Practices & Restorative Practices

Campus Based Community Service

Our Work as a District

PLC Implementation &
Training

Social Emotional Learning



Discipline



Mentoring
Programs



Ensure high levels of learning
for all MISD students

MISD Curriculum Audit

Campus Based
Community Service

Putting It All Together

**Focus on making
MISD a more diverse,
equitable and
inclusive place for all
students**

**Make connections to ideas
presented in our book study
as we work toward creating
educational equity for all
students**



**High levels of learning
for all MISD students**

**Propose ideas that
support every student
receiving the education
and services they need
to develop their full
academic and social
potential regardless of
socioeconomic status,
ability, race, gender,
etc.**

**Develop recommendations
that support *providing each
student with what they need
to thrive (goal)***

Our Work as a District

PLC Implementation &
Training

Parent & Family Engagement

Social Emotional Learning



Discipline



Mentoring
Programs



Ensure high levels of learning
for all MISD students

MISD Curriculum Audit

Campus Based
Community Service

Audit Finding

Equity & Access

Finding 3.1 - *Economic isolation at campuses contributes to lower student performance and is compromising the benefits of the district's diversity.*

Key Takeaway for Focus Area 3, Finding 1

“Diversity in Mansfield ISD, one of its greatest strengths, is not equally distributed. Poverty, as a significant correlate with student performance nationally, is heavily concentrated in some schools but correspondingly light in others. This leaves certain campuses with far greater challenges than others and in need of more intensive and comprehensive supports. These campuses have the greatest opportunity gaps, as well, showing the reality of the need and the ineffectiveness of current initiatives.”

Audit Recommendation

Equity Planning

Establish goals for parent outreach and engagement and provide resources to implement.

Parent & Family Engagement Presentation

Dr. Tamara Liddell

Director
of
Federal Programs

Putting It All Together

Students First

Communication

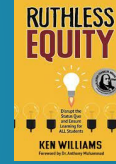


**High levels of learning
for all MISD students**

**Positive
Relationships**



Putting It All Together



Focus on making MISD a more diverse, equitable and inclusive place for all students

Make connections to ideas presented in our book study as we work toward creating educational equity for all students

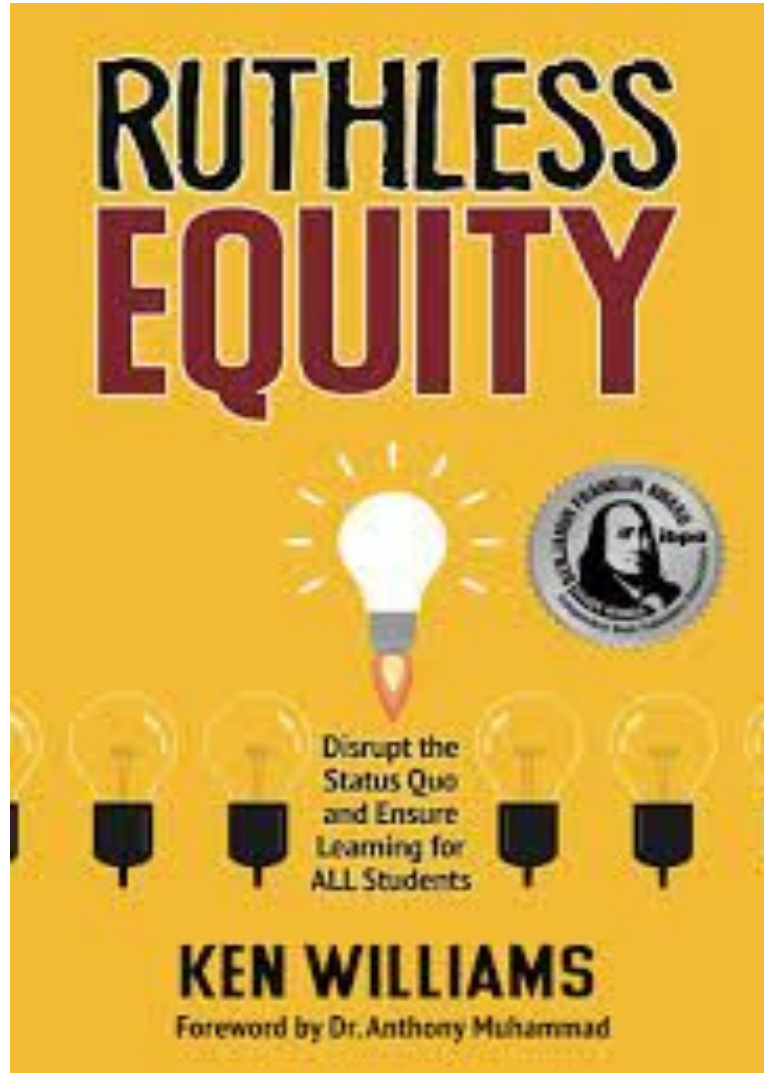


High levels of learning for all MISD students

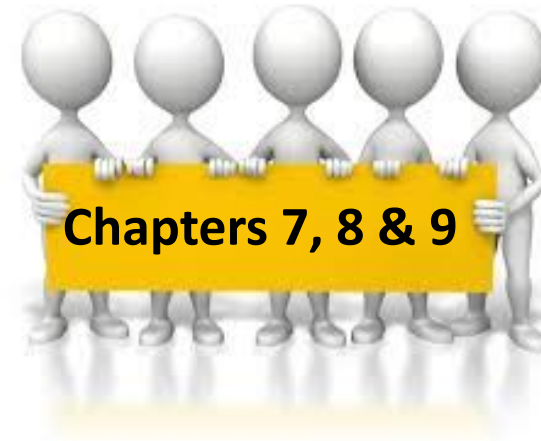
Propose ideas that support every student receiving the education and services they need to develop their full academic and social potential regardless of socioeconomic status, ability, race, gender, etc.

Develop recommendations that support *providing each student with what they need to thrive (goal)*

Chapter Presentation & Discussion



Group C



Chapters 7, 8 & 9

Putting It All Together

Focus on making MISD a more diverse, equitable and inclusive place for all students

Make connections to ideas presented in our book study as we work toward creating educational equity for all students



High levels of learning for all MISD students

Propose ideas that support every student receiving the education and services they need to develop their full academic and social potential regardless of socioeconomic status, ability, race, gender, etc.

Develop recommendations that support providing each student with what they need to thrive (goal)

Our Role

ADVISORY



Working together to fulfill the district's Vision 2030 values, the council is tasked with **making recommendations** to the Board regarding changes to policy, procedures and ***practice*** within Mansfield ISD.

Council Reflections & Recommendations

Educational Equity

Advisory Council Recommendations & Ruthless Equity Book Study Reflections

Questions & Responses – December 7, 2023

Chapter 2: Reflecting on our definition of Educational Equity, what would be equitable practices instructional practices? (p. 26& 27)

- Accommodate different learning styles and understand that the needs of students are different. Recognize that some students:
 - Are Note-takers
 - Are Hands-on/Need Hands-on opportunities
 - Need Time
 - Need Repetition
 - Need to Feel seen/valued
 - Must Have a connection with the teacher
 - Need to have resources available
 - Need to Know the why
- Ensure a sense of belonging
 - Make students feel welcomed, valued, and seen

Suggested Recommendations:

- Demonstrate awareness (glasses – see through lens of others)
- Meet students where they are in the learning
- Ensure communication between home and school
- Conduct surveys on the best way students learn – allow students to have input on how they learn
- Teach students to identify how they learn (the different learning styles)
- Make connections with students
 - To support making connections, give students opportunities to respond to “I wish my teacher knew _____.”
- Ensure everyone understands that one size does not fit all
- Level the playing field for students
- Ensure experiences are in place for students

Academic Achievement

Questions & Responses – December 7, 2023

Chapter 3: The author shares that “ensuring learning is our fundamental purpose and the through-line of our work.” Considering factors impacting education today, what do you recognize as some of the “distractions” educators may be facing today?

- Funding
- Banning of DEI
- Staff (lack of/the need to have staff in place)
- Knowledge (equipping teachers with the knowledge to be to ensure learning for all)
- Time during the school day to plan differentiation
- Time for building teacher capacity to differentiate
- Teacher pay
- Cultural issues

Academic Achievement

Questions & Responses – December 7, 2023

Chapter 4 (Ruthless Equity): What ideas from this chapter stand out?

- “We must advocate instead of save.”
- We must ensure “each student can see the game from an unobstructed view.”
- “Ensuring equity for each student cannot be achieved through mindset or practice. It can only be achieved through a commitment to mindset or practice.”

Academic Achievement Equity & Access

Questions & Responses – March 21, 2024

Chapter 5 & 6: In Chapter 5, the author writes, “Advocacy work is teaching the student and not the circumstance.” How could we ensure we are teaching the student and not the circumstance while ensuring all of our students have what they need in order to learn at high levels? What would you want all teachers to consider as they work toward educational equity in their classroom?

Council members were asked to reflect on their own personal learning and school experiences before responding.

- Mindset – Consistently involve kids in the community versus removing them
- Physical Environment – Consider creating spaces that meet the needs of students
- Students – want to be heard and seen (valued). Go below the surface. They feel deeply.
- Fresh Start – Offer reset opportunities
- Don't be the reason a child does not grow.

Academic Achievement Equity & Access

Council Recommendations



Students First

What will have the greatest impact?

What can we influence the most?

Academic Achievement and Equity & Access Recommendations

- Allow students to have input on how they learn - administer surveys on the best way students learn
- Teach students to identify how they learn (the different learning styles)
- Accommodate different learning styles and understand that the needs of students are different
- Ensure everyone understands that one size does not fit all
- Level the playing field for students
- Create classroom spaces that meet the needs of all students (physical environment)
- Knowledge (equipping teachers with the knowledge to be to ensure learning for all)
- Time during the school day to plan differentiation
- Time during the school day for building teacher capacity to differentiate



Questions & Reflections



*Thank you for serving
as an Advisory
Council Member.
Your work and input
supports efforts to
ensure MISD is a
equitable and inclusive
place for all students.*

Audit Findings & Recommendation

Equity & Access

Finding 3.1 - Economic isolation at campuses contributes to lower student performance and is compromising the benefits of the district's diversity.

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Audit Findings & Recommendations

Focus Area	Recommendations
Curriculum <i>(What teachers teach and what students are expected to learn.)</i>	Ensure curriculum supports differentiating for the varied student needs and backgrounds in classrooms; Ensure teacher understanding and clarity on the meaning of the standards and the delivery of the standards.

Differentiation

Curriculum Audit