MISD

Mansfield Independent School District

December 5, 2024

Educational Equity Advisory Council

VISION 2030

LIFE READY • CAREER READY
COLLEGE READY

Mansfield Independent School District

VISION 2030

LIFE READY • CAREER READY
COLLEGE READY

Mission To inspire and educate students to be productive citizens.

Vision A destination district committed to excellence.

Values

- Students First
- Continuous Improvement
- Integrity
- Communication
- Positive Relationships
- Resiliency

Motto MISD: A great place to live, learn, and teach.

Guiding Statements

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
3. Students will graduate life ready.
4. Students will graduate college and/or career ready.

Mansfield ISD Equity Audit

The Equity Audit was requested by our superintendent and the audit focused on this central question:

To what extent is Mansfield ISD supporting and ensuring equity and equality in its treatment of and services to students?

To answer the question, auditors examined xamined district documents, data, and feedback regarding the status of equity and equal access in our district but also a plan with detailed actions and recommended steps to establish goals and processes to ensure equity, thereby, improving every child's learning experience and achievement.

The auditors then developed 5 Focus Areas based on the feedback and data requested by district leaders.

Audit Focus Areas

Vision & Expectations

Curriculum



Academic Achievement

Ensure high levels of learning for all MISD students

Equity & Access

Culture & Climate

Purpose & Goal

The purpose of the Educational Equity Advisory 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.

Educational Equity in Mansfield ISD

Group Norms

- 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.



Ensuring Equity in Classrooms

Purpose & Goal	How ?
The purpose of the Educational Equity Advisory 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.	Equity refers to students being treated in accordance with need, rather than the same as everyone else. When equity is present, experiences and the learning environment of the classroom are what impact student achievement, not demographic factors that typically predict academic success.

Guiding Statements w/ Equity Focus

1. Students will read on level or higher by the beginning of third grade and will remain on level or higher as an MISD student.
   - All student populations have access to quality literacy instruction.
   - All student populations have access to inclusive learning environments.

2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
   - All student populations have access to quality mathematics instruction.
   - All student populations have access to inclusive learning environments.
   - All student populations understand the post-secondary impact of mastering Algebra II.

3. Students will graduate life ready.
   - All student populations equitably graduate life ready.

4. Students will graduate college and/or career ready.
   - All student populations equitably graduate college and/or career ready.

Mansfield ISD

Strength & Diversity

35,851
Enrolled Students
2023-24

LANGUAGE AND ECONOMICS

15.7%	Emerging Bilinguals
3.4%	Bilingual
49.9%	Economically Disadvantaged

SCHOOLS

1- Pre-K Center
24 - Elementary Schools
7- Intermediate Schools
7 - Middle Schools
5 - Traditional High Schools
2 - Early College High Schools
2 - Stand Alone Stem Academies
1 - Career & Technology Academy
1- Alternative Education Center



STUDENT ETHNIC DISTRIBUTION

33.7%	African American
27.12%	Hispanic
25.18%	White
8.54%	Asian
5.04%	Two or more races
0.25%	American Indian
0.17%	Pacific Islander

84
Languages Spoken in Mansfield ISD

TOP 5 LANGUAGES
(other than English):
SPANISH - VIETNAMESE
ARABIC - YORUBA - KURDISH

STUDENTS BY PROGRAM

57.01%	Career & Technical Education
7.47%	Gifted & Talented Education
12.73%	Special Education

The Work of the Advisory Council

How do we help ensure that all students have what they need in order to learn at high levels ?

Educational Equity in Mansfield ISD

Focus Area 4

Culture & Climate

Educational Equity in MISD

Audit Findings & Recommendations

Focus Area 4: Culture & Climate

Finding 4.1 - Mansfield ISD has adopted "cultural blindness" in addressing issues of bias and discrimination. The need for training and improved understanding has resulted in a school climate that is uncomfortable for some students.

Mansfield ISD has a strong, student-centered culture that is, for the majority of students, academically successful. Students do well compared to their peers around the state, but performance begins to lag at secondary.

Gaps exist at all levels of the district, not only in achievement, but also in experience. School is not a welcoming, engaging place for all students. Students who feel accepted, affirmed, and engaged are better equipped to learn, and their achievement is higher. Students who feel personally engaged and who are cognitively challenged at high levels achieve at even higher levels. Personally connecting with students requires a relationship – it requires understanding and accepting the student as they are, appreciating differences as part of their unique makeup.

(p. 9 and p. 113 of Audit Report)

Recommendations

School and classroom: Specify expectations for …, respectful, and inclusive interpersonal relationships between and among all students and school personnel throughout the school. Align with SEL and restorative practices; proactive parental outreach and involvement including outreach for parents who do not speak English. Explicitly communicate that every child and every child's family should feel equally valued and important …, and that each child (and family) feels his/her background, culture, language, and perspectives are valued and appreciated.

Culture & Climate

“Students who feel accepted, affirmed, and engaged are better equipped to learn, and their achievement is higher.”

MISD Equity Audit, p. 113



MISD Core Values - Students First & Positive Relationships

How do we create a culture of belonging for ALL students?

What is Belonging?

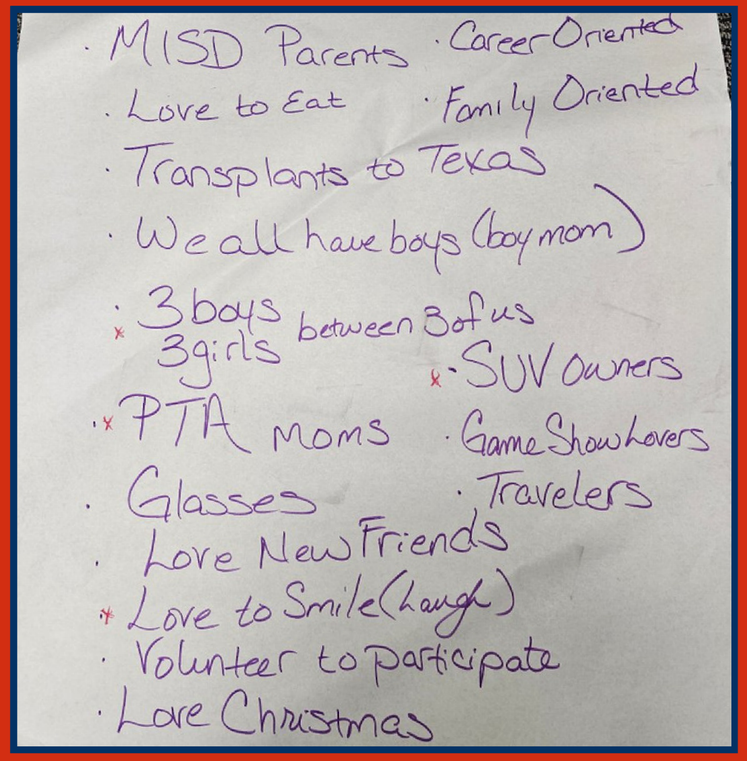
The feeling of being accepted and included by those around you.

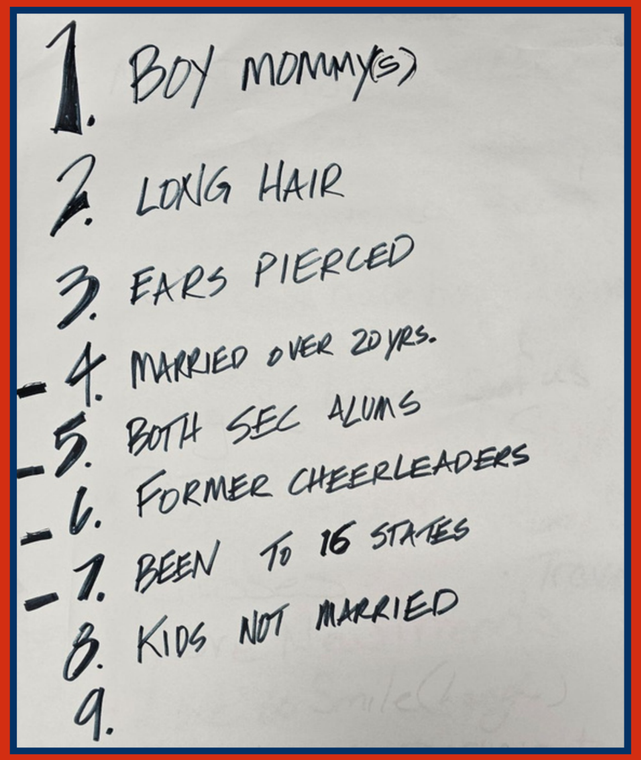
Having a sense of belonging leads to a higher overall physical and emotional well-being.

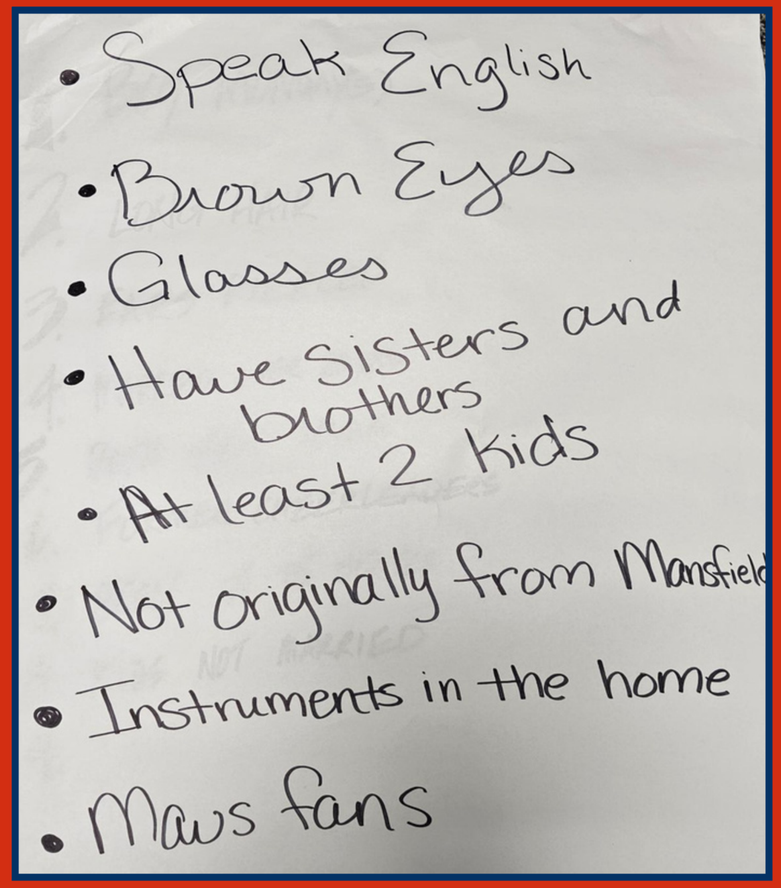
Feeling like an accepted, respected, valued, and legitimate group member .



Finding Commonalities



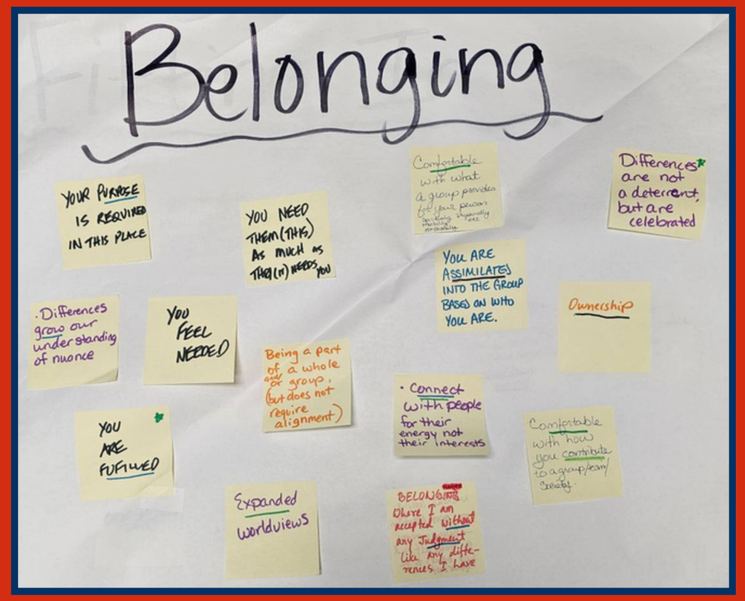




Belonging vs Fitting In

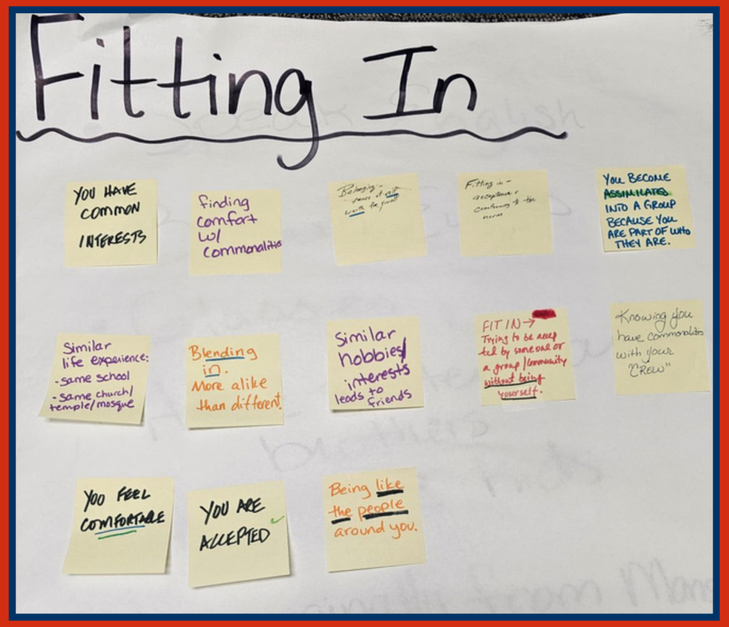
Belonging is being accepted for you. Fitting in is being accepted for being like everyone one else.

~ Brene' Brown









Belonging Brainstorm

Think about a time when you felt like you belonged in a group. How did you know you belonged?

Think about a time when you struggled to feel like you belonged in a group. What happened?

Think about a time you witnessed someone else struggle to feel that they belonged in a group. How did you respond?

"I found excuses not to be in that group."
"I couldn't find my space, so I quit."
"I felt frustrated, questioned, and second guessed my presence and worth."
"Social awkwardness kicked in and I went inward."
"I was being laughed at, talked bad about and was the "butt" of jokes."

"People took time to find out about me and asked me about things that mattered to me."
"People showed a personal interest in me." "They allowed me to be all the things I was."
"I felt valued, appreciated and my contributions were necessary." "I felt safe and relaxed."

"I see students struggling do things that are out of their character to get attention and or liked."
"My son struggled to find his space at school. I did lots of counseling with him."
"Worked to connect or relate to the person; tried to find things to talk about with them."
"Went into rescue (nurture) mode; sought ways to utilize their strengths."

Which Side Are You On?



This
—or—
That







MISD Core Values - Students First & Positive Relationships

How do we create a culture of belonging for ALL students?

~The activities could be easily incorporated into classrooms to allow students to experience belonging and acceptance.

~Do these activities or types of activities at the beginning of the year.

~These activites can be how we orient new students.

Culture & Climate

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How do we create a culture of belonging for ALL students?

Social & Emotional Learning in MISD



Presenters:

Mendy Gregory, Karrye Aquino,

& Patricia Robinson

MANSFIELD ISD · SOCIAL EMOTIONAL LEARNING ·

Belonging


DIVERSITY
PRESENCE OF DIFFERENCES WITHIN A GIVEN SETTING
EQUITY
BASED ON WHAT THE PERSON NEEDS EVEN IF DIFFERENT FROM THE NEEDS OF OTHERS
INCLUSION
EVERY PERSON FEELS INCLUDED, FEELS SEEN, FEELS HEARD AND VALUED WITH NO BARRIERS
BELONGING
EVERYONE IS VALUED THROUGH POSITIVE CONNECTIONS WITH OTHERS

Reflection Time



Reflect on your thinking and learning that took place today.



What about your thinking or learning brought you the most satisfaction?



What about your thinking or learning made you curious?





Thursday, March 13, 2025
Mansfield ISD Great Room
6:00 p.m.

Educational Equity Advisory Council