



DIVERSITY
EQUITY
INCLUSION

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

Diversity, Equity & Inclusion Advisory Council May 17, 2023

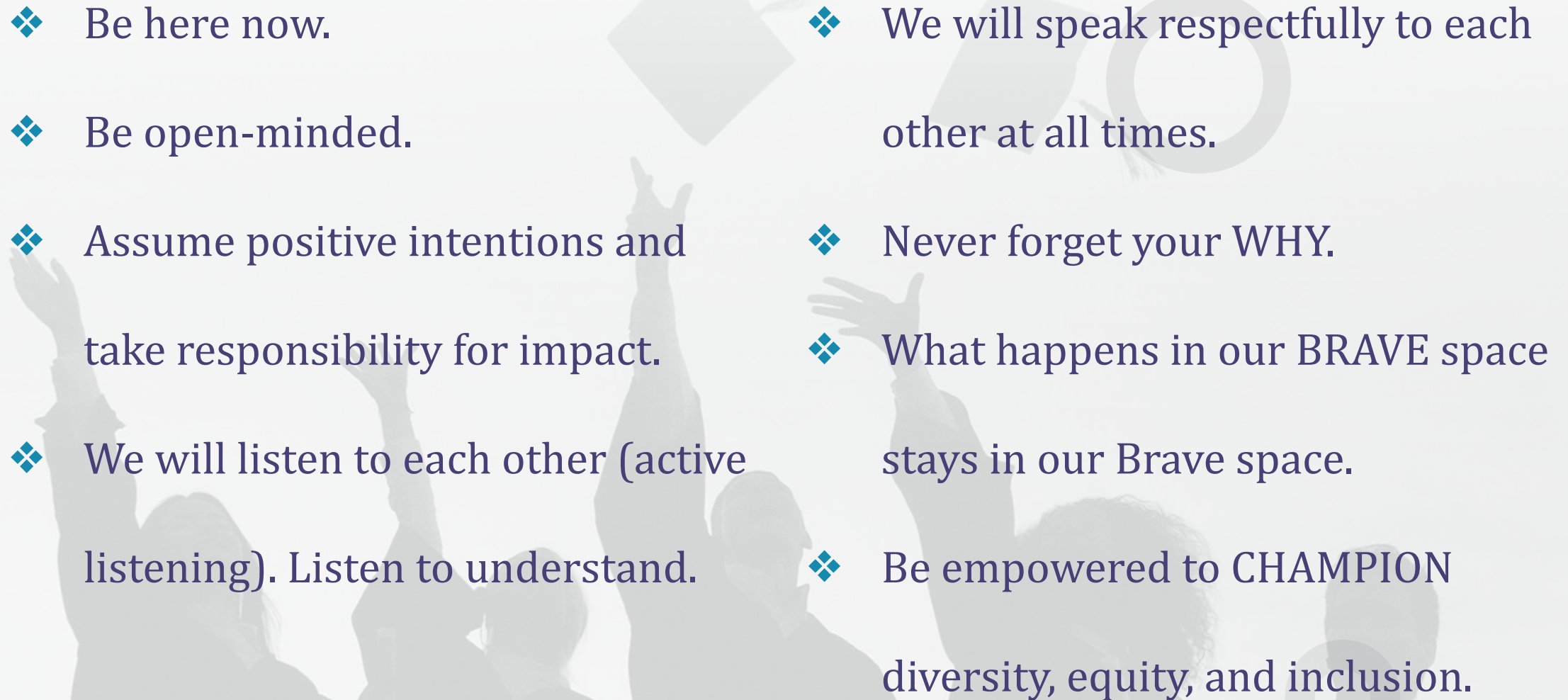
Purpose



1. **Examine a Focus Area identified in audit**
2. **Provide an update of how we are addressing recommendations from audit and seek feedback**
3. **Discuss next steps**



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 diversity, equity, and inclusion.

Providing each **student** with what
they need to *thrive*



ADVISORY



TRANSPARENCY

The box contains two rows of icons. The top row includes: a magnifying glass over two people, a handshake, a scale of justice, a person in a target, an eye, a winged figure, and a person sitting. The bottom row includes: a head with a brain, a group of people with checkmarks, a hand holding a stack of money, a prohibition sign, a document with a magnifying glass, a speech bubble with stars, and a hand holding a heart.

Key Focus Area

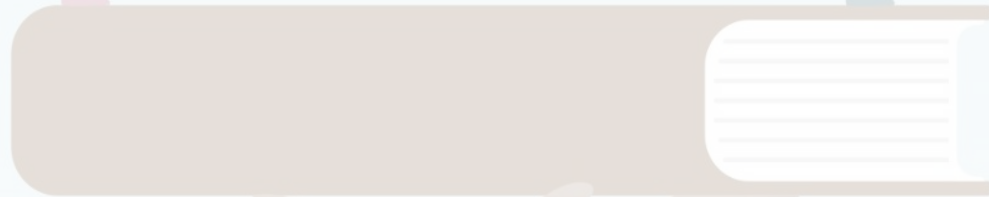
Academic Achievement



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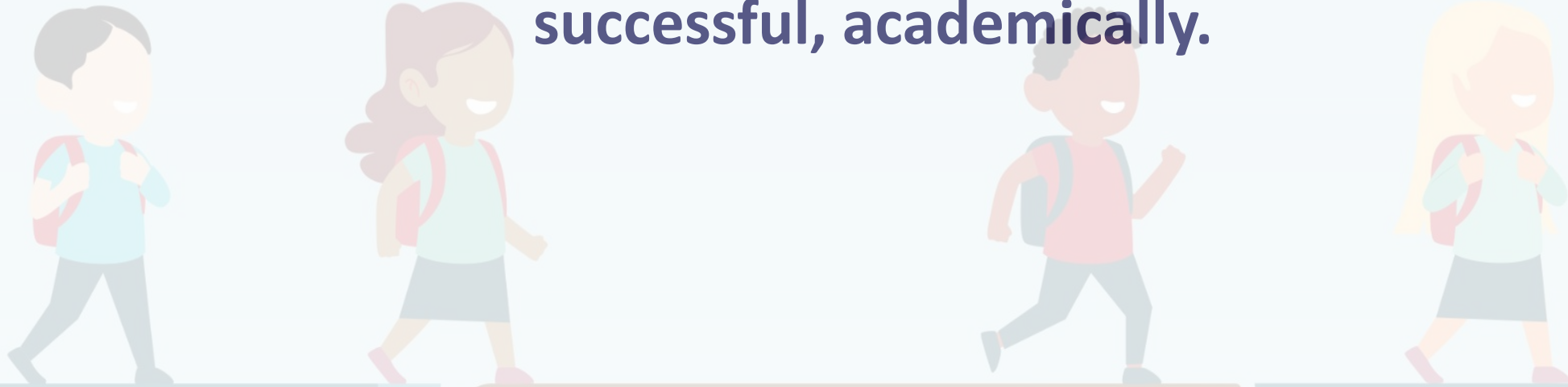
Academic Achievement

When equity is present, experiences and learning environment of the classroom are what impact student achievement, not demographic factors that typically predict academic success. Academic achievement is an area that is reviewed to determine whether any student groups that are identifiable by characteristics are not successful as their peers.



Equity Defined in Audit

Equity refers to students being treated in accordance with need, rather than the same as everyone else. Allocating resources and supports equitably is necessary if all student are to be equally successful, academically.



Recommendations

Recommendation 1: Adopt a Clear Vision and Specific Expectations for Equity *(p. 11)*

Action: Expectations for instructional delivery *(p. 12)*



- Specify expectations for instructional delivery that outline specific expectations for meeting all students' needs in the classroom. *(p. 12)*
- Clearly define expectations that outline for teachers what the non-negotiable guidelines for all strategies, approaches, and student activities are. *(p. 12)*
- Key component - Assessment and progress monitoring *(p. 13-14)*
 - Assessment should equally reflect authentic learning experiences.
 - Have common formative tools that align to the curriculum, that are performance based, and that require high levels of cognition will assist in raising the instructional expectations for all students across the district.

Recommendations

Recommendation 2: Equity Planning *(p. 16)*

Related Action: Improve the system for formatively assessing and identifying learning gaps among students *(p. 17)*



- Use multiple assessment instruments to identify areas of weakness
- Provide training to teachers and additional supports to assure student success before retention or test failure is probable.

Connecting our Work to Action

Simultaneous Round Table

1. View the question.
2. Think/Reflect.
3. Write your response.
4. After responding, pass your paper to the person next to you.
5. This person will read the response and add any additional thoughts.
6. Repeat this process.
7. As a a table, discuss your tables' responses.
8. One person will share summarized reflections for the table.



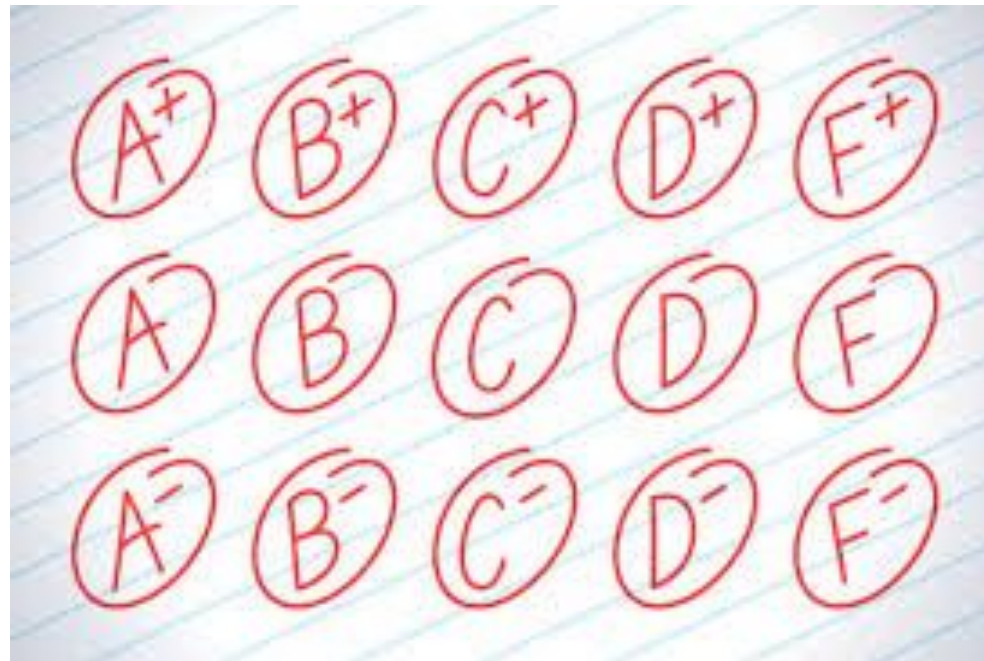
Reflecting on the Key Focus Area covered and the recommendations, what connection do you see between instructional delivery and demonstration of learning?



Our Actions

Grading

Building More Inclusive Communities with Grading for Equity



MISD Grading Guidelines

Draft of MISD Grading Guidelines for 23-24 school year.



Feedback & Thoughts

“I like....”



“I wonder...”



“I need clarification on...”



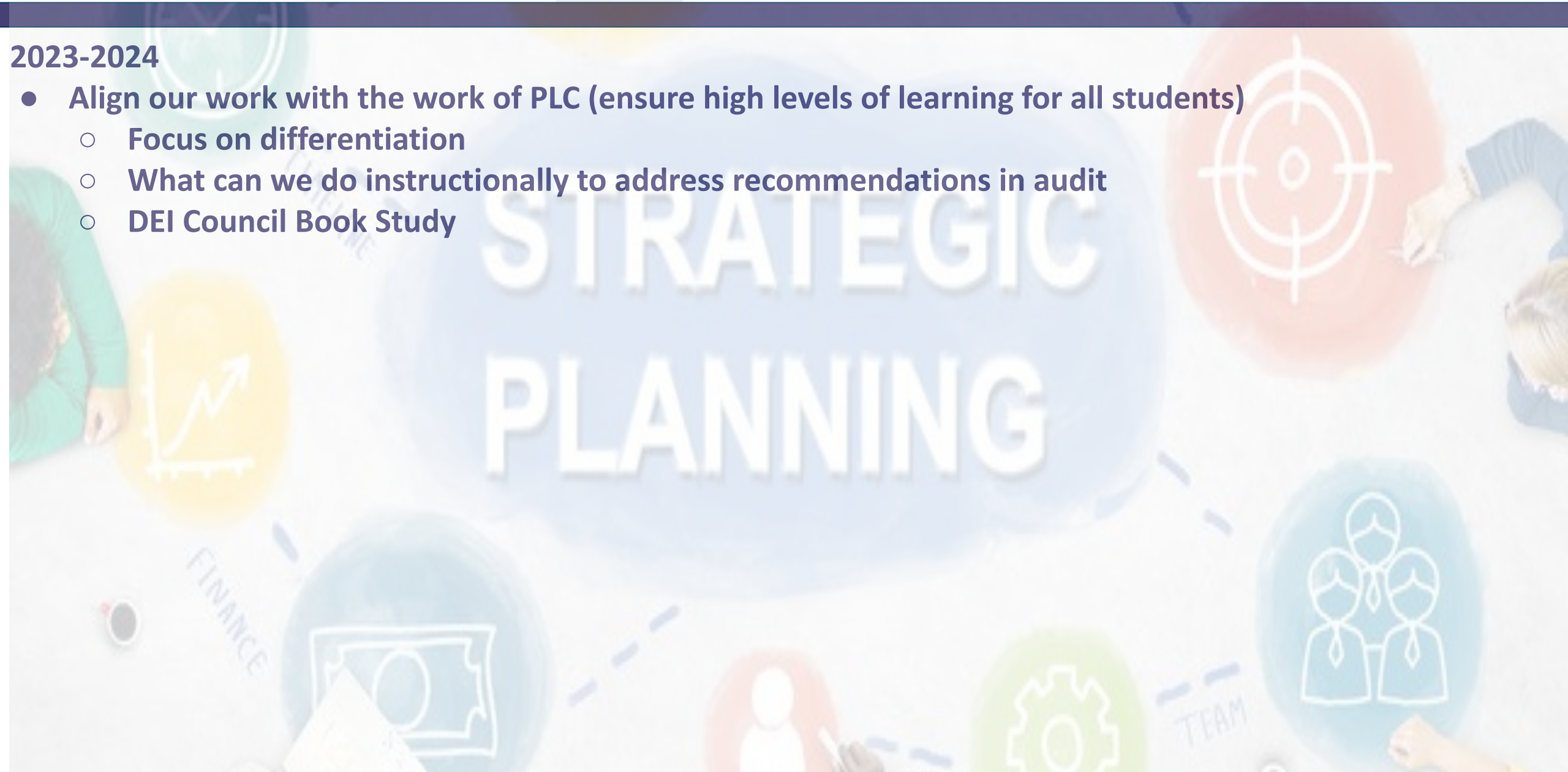
Guiding Statements

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.
 - Instructional supports, resources, access, and opportunities are equitably allocated based on the individual needs of students
 - Campus culture is responsive to student needs
2. Students will demonstrate mastery of Algebra II by the end of eleventh grade.
 - Instructional supports, resources, access, and opportunities are equitably allocated based on the individual needs of students
 - Campus culture is responsive to student needs
3. Students will graduate life ready.
 - Remove barriers to engage students and parents in gaining access to life-ready experiences
 - Provide access points for students to engage in their learning and social development process
 - Create home and community partnerships that will provide ongoing access to resources and opportunities for students and families
4. Students will graduate college and/or career ready.
 - Ensure all stakeholders, teachers, students, parents, and employees are educated on the readiness components
 - SAT/PSAT and career certification prep opportunities provided for all students

Next Steps

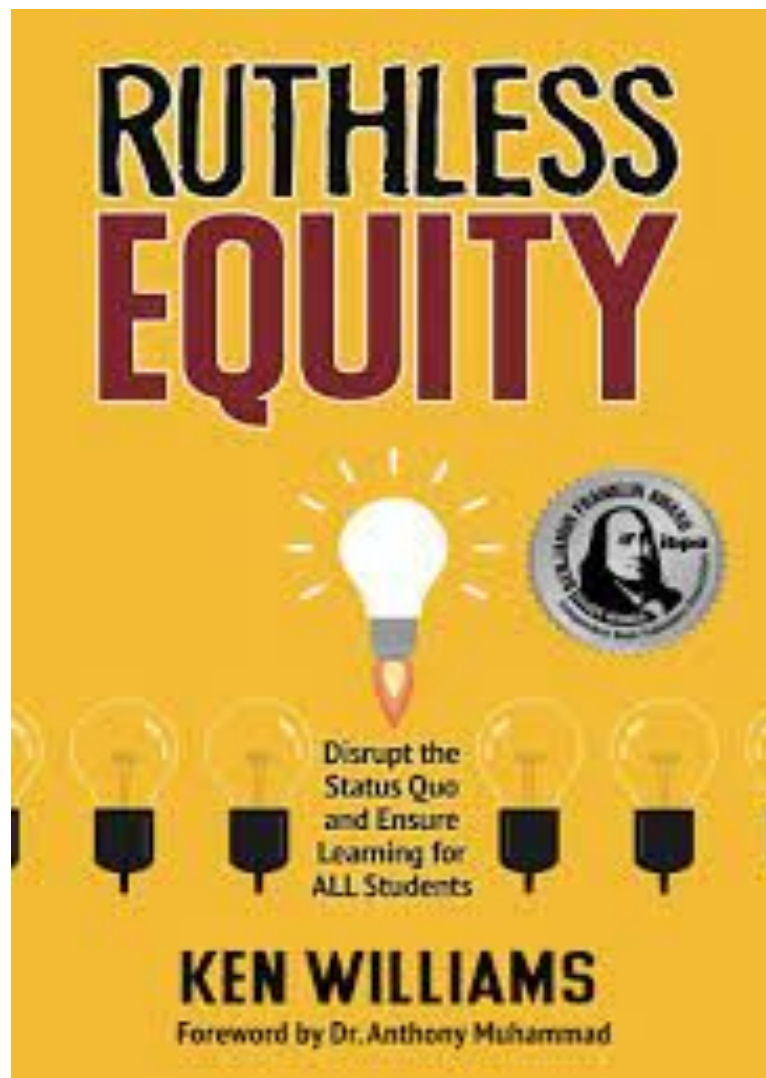
2023-2024

- **Align our work with the work of PLC (ensure high levels of learning for all students)**
 - **Focus on differentiation**
 - **What can we do instructionally to address recommendations in audit**
 - **DEI Council Book Study**



DEI Council Book Study

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DEI Council Book Study

Equity Involves a Sense
OF BELONGING



THAT'S WHERE UNIVERSAL EQUITY



**ANY
QUESTIONS?**

