



**EDUCATIONAL  
EQUITY**

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

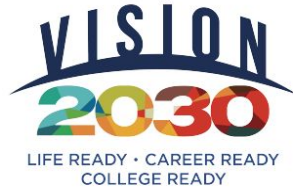
**Educational Equity**

**Advisory Council**

**September 21, 2023**

# Vision 2030

Mansfield Independent School District



**Mission** To inspire and educate students to be productive citizens.

A destination district committed to excellence. **Vision**

**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.

# Core Processes



As a continuous improvement district, Mansfield ISD is committed to the following

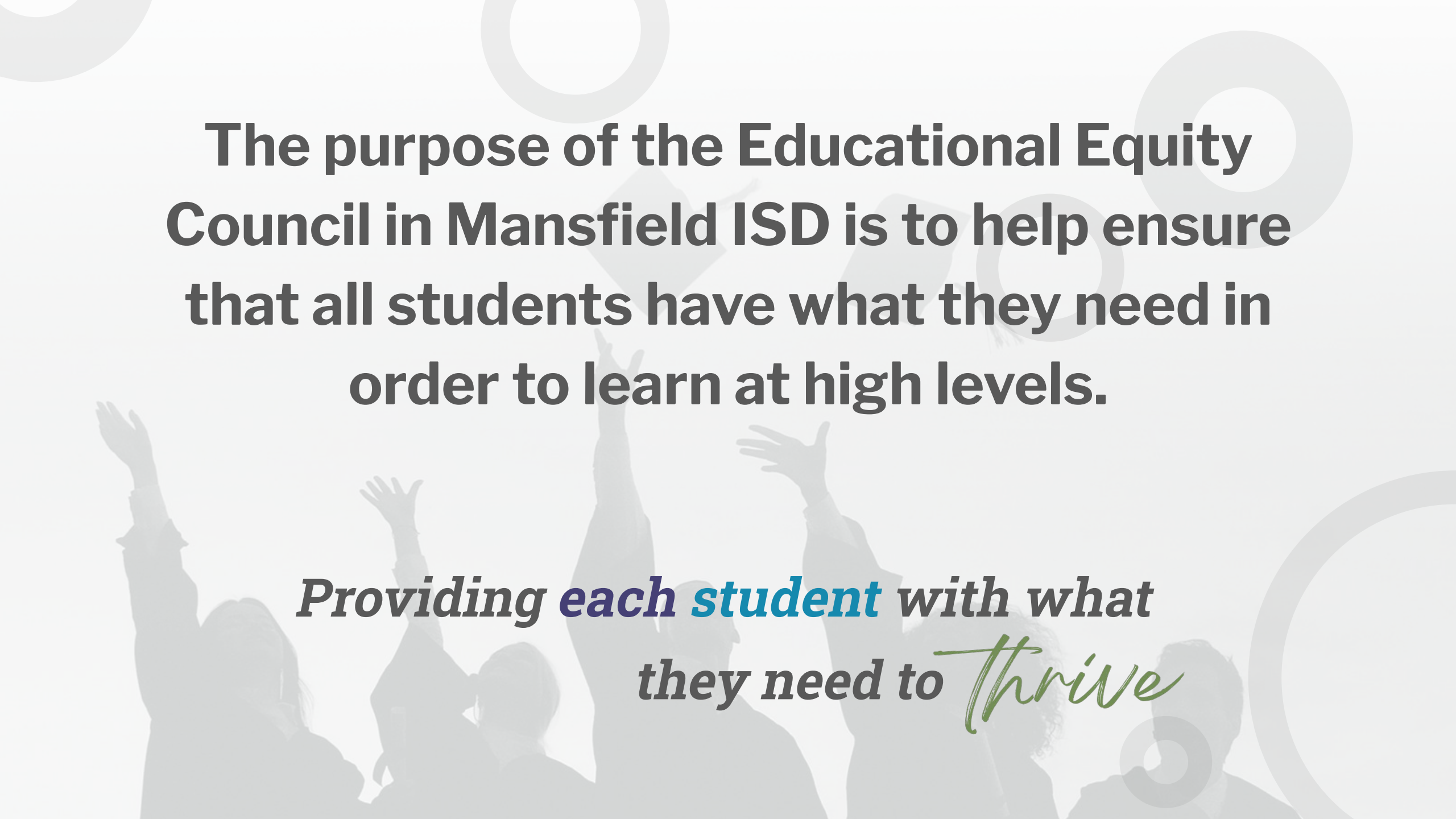
## Core Processes:

Curriculum

Calibration

Cadence of Accountability

Collaboration (PLC)



**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.**

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





# Our Role

**ADVISORY**



# 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.

# 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.



# Our Work

## 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



# 2022 - 2023

## Professional Learning Communities Implementation

- ◆ Ensure high levels of learning for all students

## Department of Instruction

- ◆ Training on Essential Standards and Standards Based Learning
- ◆ Reorganization of curriculum documents in Canvas to better align with PLCs
- ◆ Focus on extension and intervention strategy development
- ◆ Review and revise grading guidelines K-12

## Principal and Assistant Principals Training

- ◆ Focus on campus culture and building leadership capacity
- ◆ Solution Tree Professional Learning Communities (PLC)

## Central Administrator Training

- ◆ Solution Tree Professional Learning Communities (PLC)
- ◆ Book Study “Ruthless Equity” by Ken Williams



# 2023 - 2024

## Professional Learning Communities Implementation

- ◆ Ensure high levels of learning for all students



## Principal, Assistant Principals, and Teacher Leaders Training

- ◆ Focus on campus culture and building leadership capacity
- ◆ Solution Tree Professional Learning Communities (PLC and Guiding Coalition)

## Central Administrator Training

- ◆ Solution Tree Professional Learning Communities (PLC and Guiding Coalition)

# Focus Areas

**Vision & Expectations**

**Curriculum**

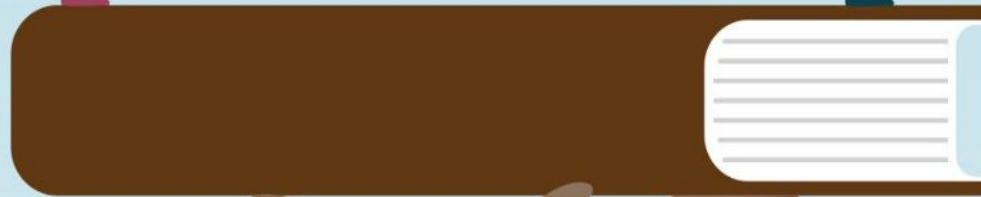


**Academic  
Achievement**



**Equity & Access**

**Culture & Climate**





# Aligning our Work

How do we ensure high levels of learning for all students?



# Educational Equity - Our Definition

**WHAT DOES** \_\_\_\_\_  
**MEAN TO YOU?**

**My**  
**Experience**



- 1. Independent - Choose One of the Pictures (4 minutes)**  
Choose one of the 3 pictures to respond to, “How do you define educational equity?” or “What come to mind when you hear educational equity?”
- 1. Collaboration - Table Talk Round 1 (8 minutes)**  
4 minutes will then be placed on the clock for table members to share their responses with table mates.  
  
4 more minutes will be placed on the clock for your table to work collaboratively to find commonalities and develop a table summary/definition for educational equity.
- 1. Share - Round 1 (5 minutes)**  
Select a table host for your table. The table host will share their table’s definition with the group.
- 1. Let’s Put it Together**  
Using what was shared, what is our definition of educational equity?

# Educational Equity

**Educational Equity means each child receives what they need to develop to their full academic and social potential.**





# Educational Equity

When equity is present, experiences and learning environment of the classroom are what impact student achievement, not demographic factors that typically predict academic success.

Equity refers to students being treated in accordance with need, rather than the same as everyone else.

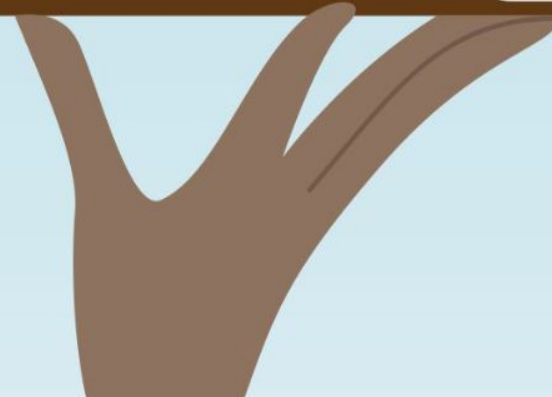
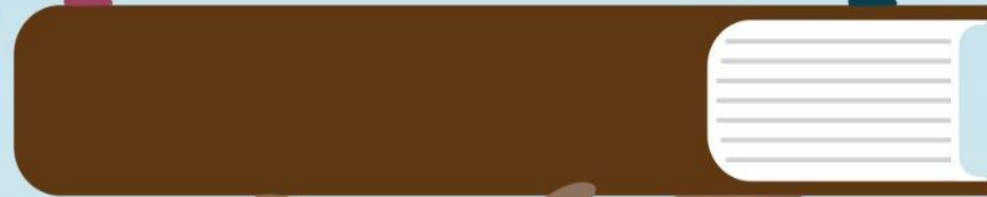
# Current Focus




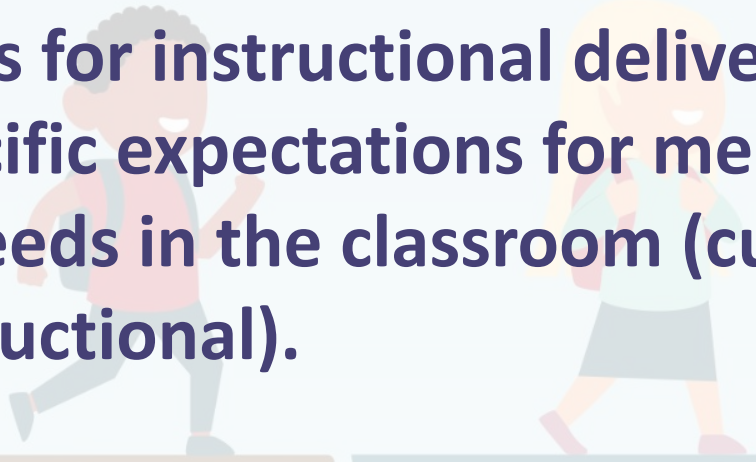
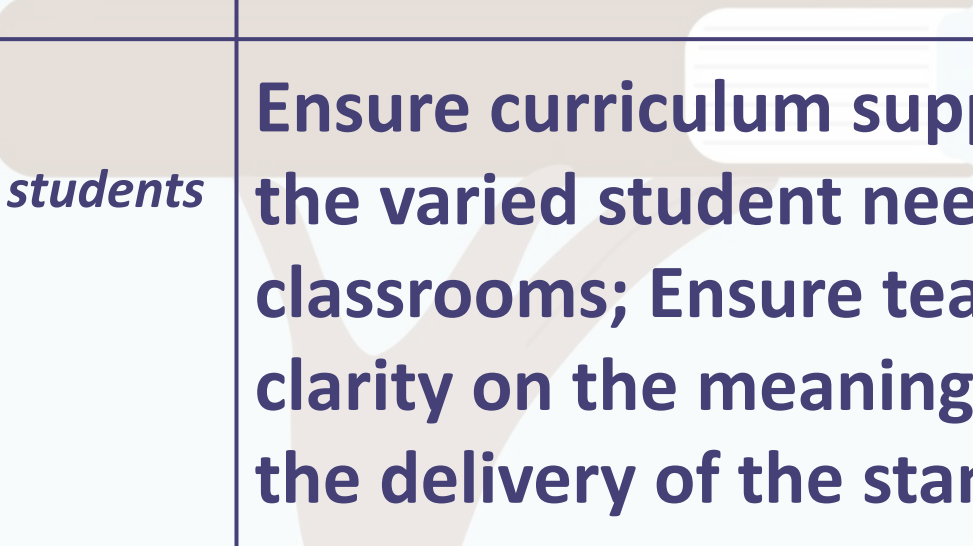
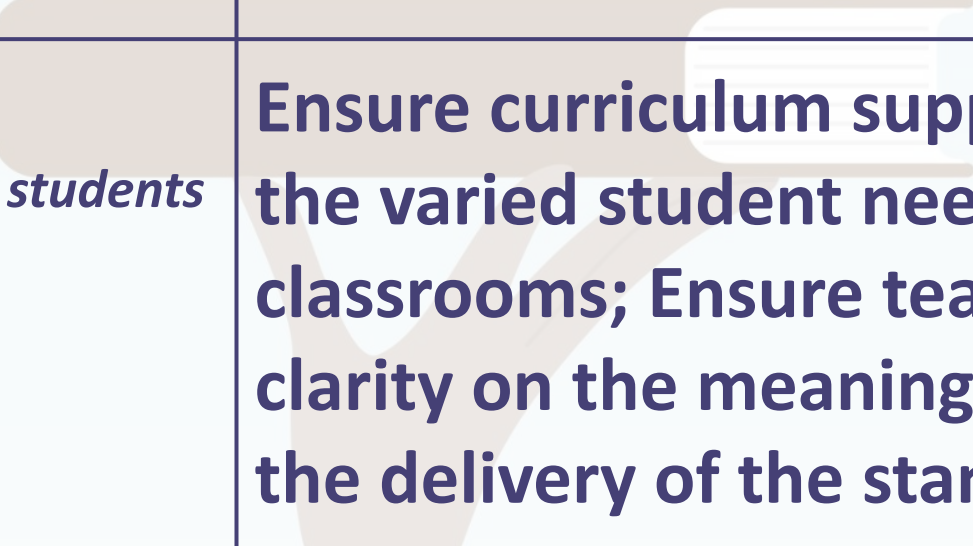
Academic  
Achievement



Curriculum

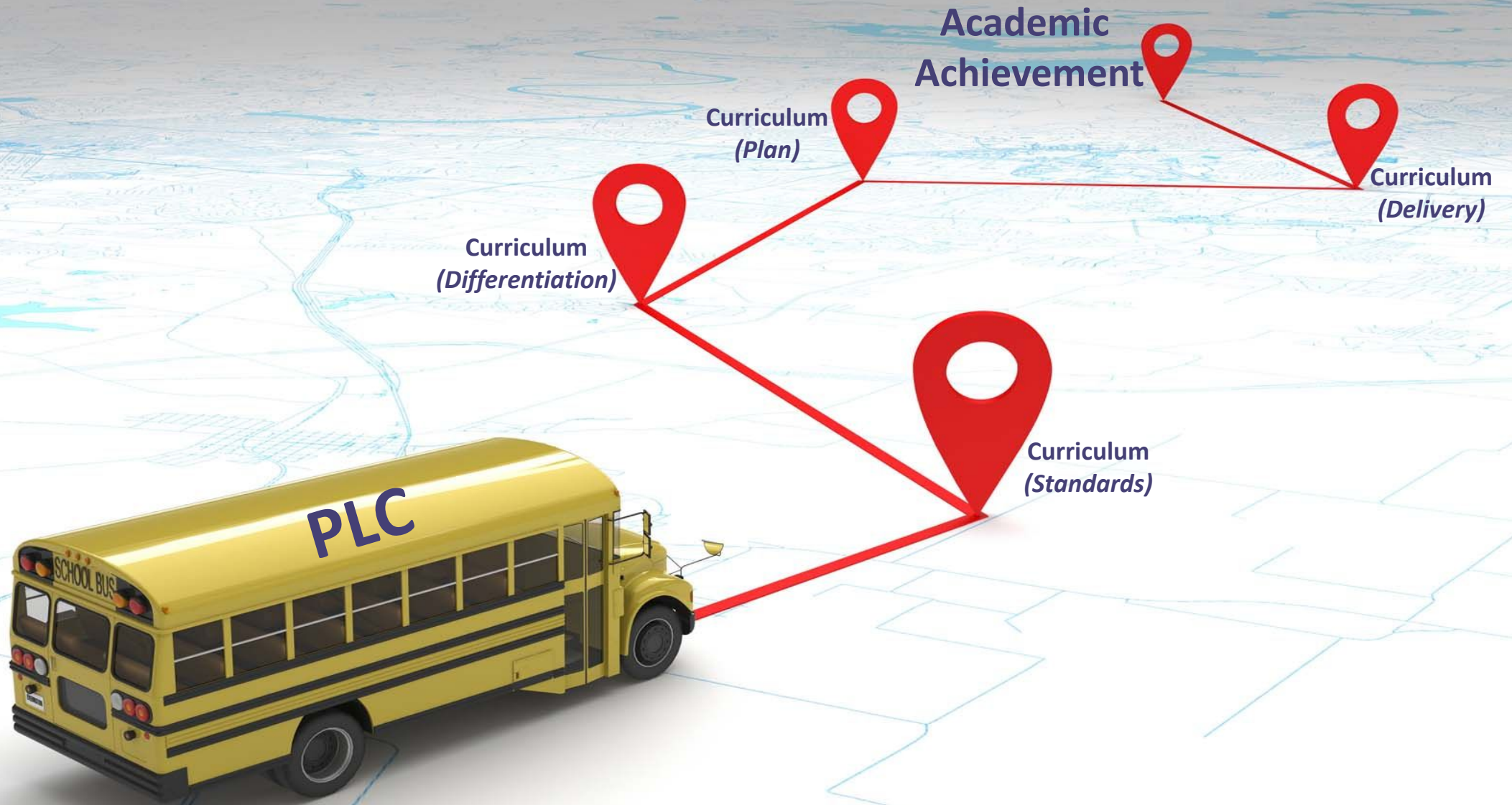


# Audit Recommendations

Focus Area	Recommendations
 <p><b>Academic Achievement</b></p>	 <p>Expectations for instructional delivery that outline specific expectations for meeting all students' needs in the classroom (curricular as well as instructional).</p>
 <p><b>Curriculum</b> <i>(What teachers teach and what students are expected to learn.)</i></p>	 <p>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.</p>



# Our Destination



# Professional Learning Communities



# Reflection Time



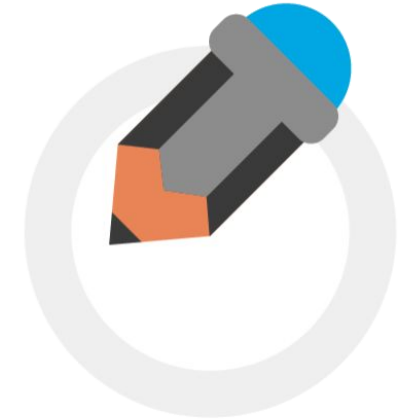
## **A-HA**

New learning but it makes a lot of sense to you



## **HI-FIVE**

An idea heard that validates something you thought

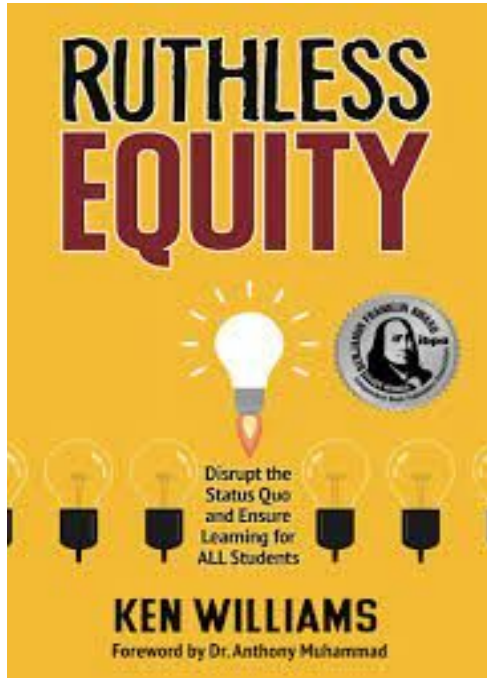


## **TAKE AWAY**

Learning or information that you are going to share



# Book Study ~ Chapter 1



- Equity passionate doesn't make one equity competent. (p. 5)
- Transforming school culture and results involve creating a shared vision. (p. 5&6)
- Creating a sense of belonging is paramount to learning success. (p. 10)
- Inclusive environments foster a sense of belonging. (p. 10)

# Book Study ~ Chapter 1

- Ruthless Equity should aspire to create a culture where every student and staff member feels appreciated, validated, accepted, and treated fairly. (p. 12)
- Ruthless Equity requires a culture where every student is provided what they need, when they need it, with urgency, to ensure mastery of essential learning outcomes. (p. 12)
- Inclusion is about what we change to create a welcoming environment. This is done to make everyone feel that they belong because of their differences, not in spite of them. This opens the way for everyone to feel a sense of belonging. (p. 14)
- Equity cannot be achieved without a sense of belonging. (p. 15)

# Let's Make a Connection & Share

## Inclusion & Belonging

- **Recall a situation when you felt like you did not belong.**
  - **What indicators signaled a lack of belonging?**
  - **What feelings did you experience?**
- **Describe a time when you felt the need to change or hide something about yourself, to conform, or to achieve something in order to gain acceptance.**

# Book Study Take-a-Ways

## 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**

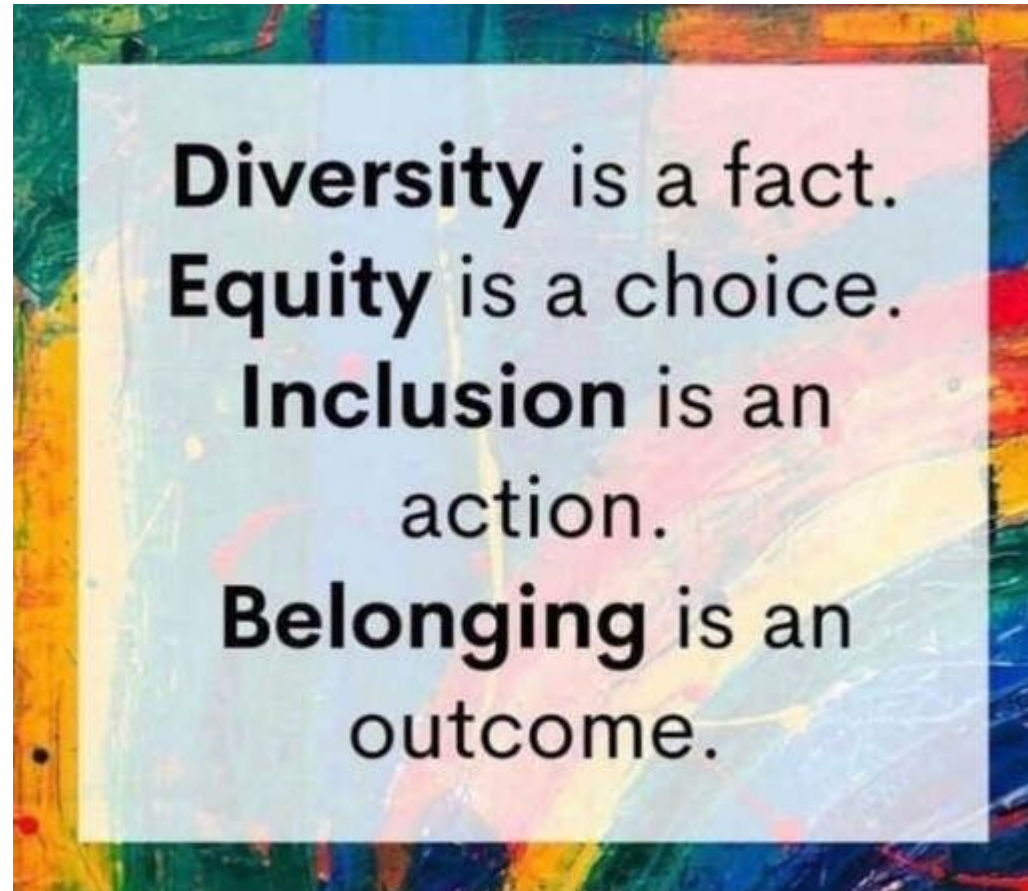
## BELONGING

**EVERYONE IS  
VALUED THROUGH  
POSITIVE  
CONNECTIONS WITH  
OTHERS**



# Connecting the Book Study to Our Work

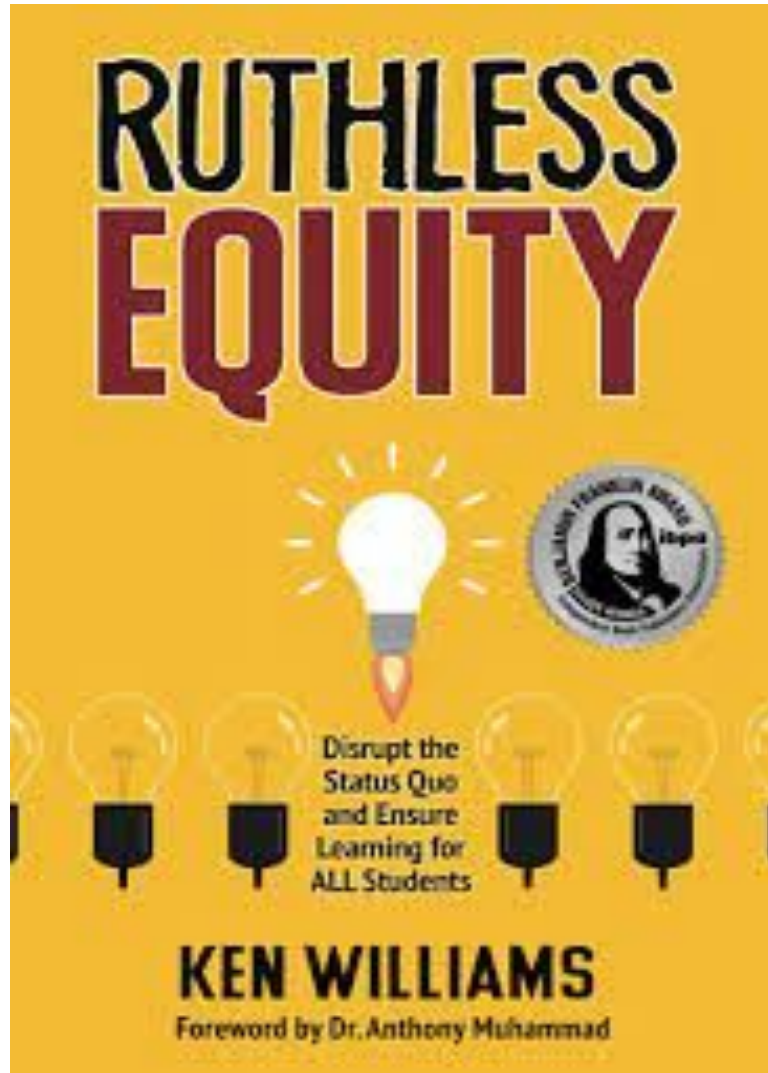
Educational equity means that each child receives what they need to develop to their full academic and social potential.



# Chapters 2 - 9



# Chapter Discussions



**Group A - Chapters 2, 3, 4**

**Group B - Chapters 5 & 6**

**Group C - Chapters 7, 8, 9**

# Chapter Discussions

- ★ Groups will present chapters to the council and lead chapter discussions on their assigned meeting date.
  - Groups will engage the council in dialogue around their assigned chapters.
  - Groups will have 45 minutes to present.
  - Groups will designate a group facilitator to connect the group and ensure planning takes place and a plan is created and implemented.
- ★ Each discussion/presentation should **include a connection to the work of creating educational equity**;
  - Groups should **develop recommendations/ideas for consideration** that support *providing each student with what they need to thrive*.



# Chapter Discussions

	<b>Chapter 1</b>	<b>September 21, 2023</b>
<b>Group A</b>	<b>Chapters 2, 3, 4</b>	<b>December 14, 2023</b>
<b>Group B</b>	<b>Chapters 5 &amp; 6</b>	<b>March 21, 2024</b>
<b>Group C</b>	<b>Chapters 7, 8, 9</b>	<b>May 16, 2024</b>

# Group Planning

- 1. Identify a facilitator for the group. The facilitator connects the group and ensures planning takes place so the group is prepared to present.**
- 1. Facilitator or designee completes the group info sheet (name, email address, phone/notes if needed). A completed copy will be emailed to the facilitator.**
- 1. With group, plan next steps. (How will we meet to plan, when, etc.)**





**Next meeting:  
Thursday, December 14, 2023**

*Thank  
you for  
your  
time*