



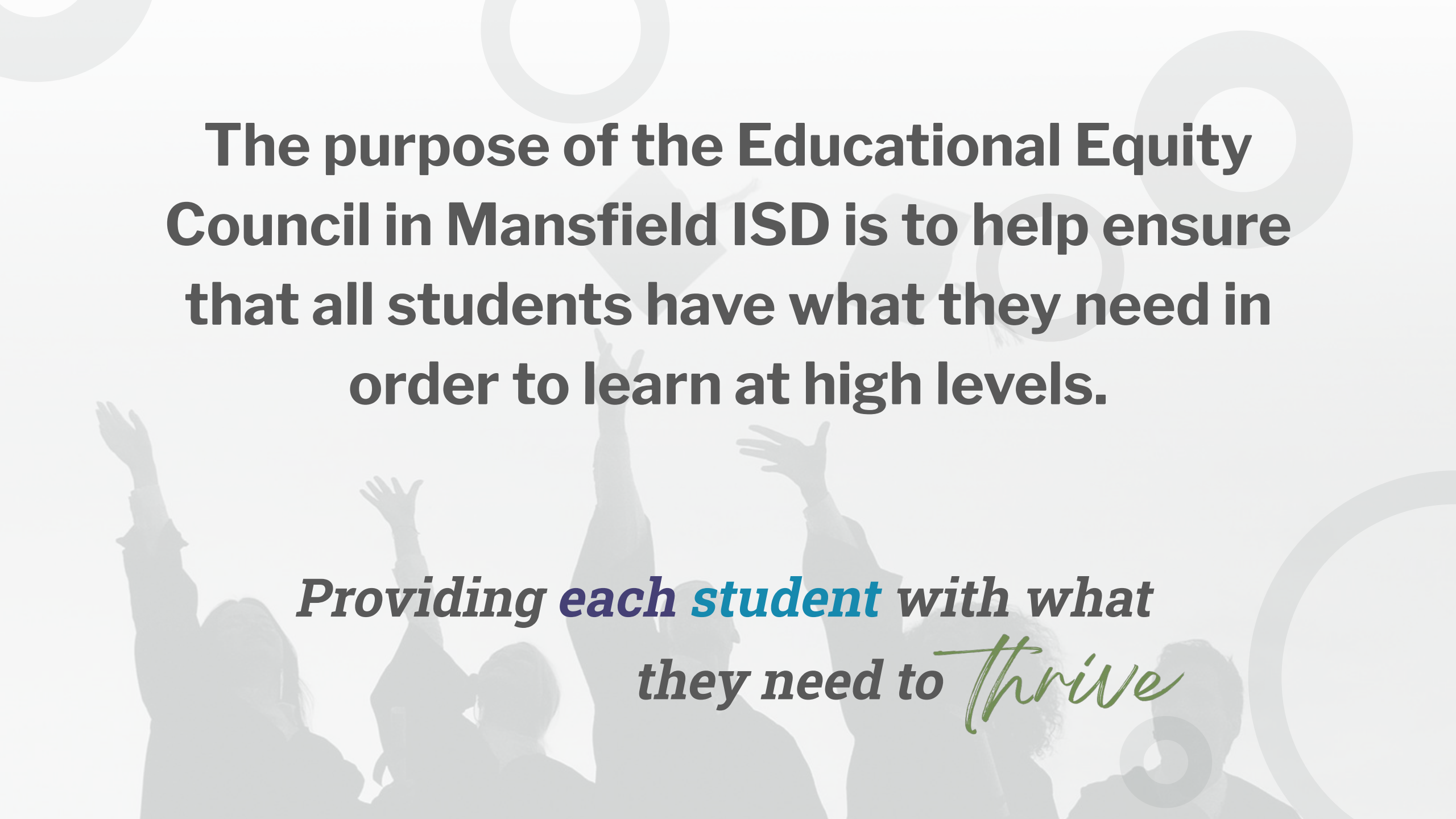
**EDUCATIONAL
EQUITY**

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

Educational Equity

Advisory Council

December 7, 2023

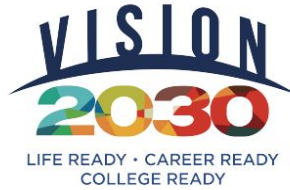


The purpose of the Educational Equity Council in Mansfield ISD is to help ensure that all students have what they need in order to learn at high levels.

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

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.

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.

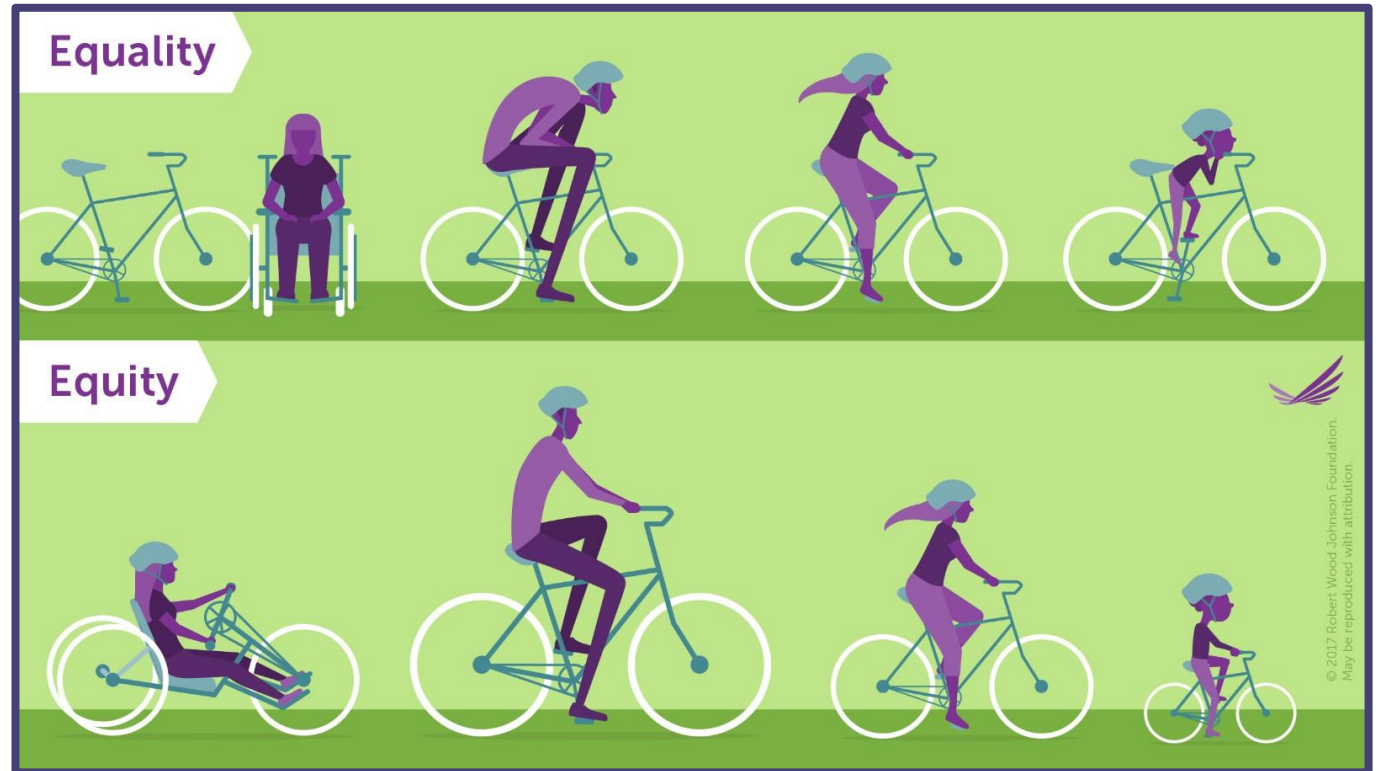
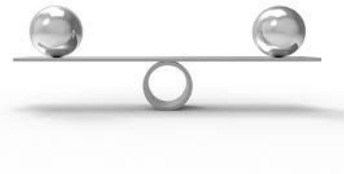
Our Work

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*

Equity

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



Equity requires policies and practices that recognize differences in needs and actively redistributes resources and access to opportunities to ensure all students receive the same social and educational benefits.

Educational Equity

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

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



Educational Equity - Definition Draft



Part 1 - Ensuring every student has access to curriculum experiences and tools, no matter their starting point or background, to help them learn in the manner best suited for them. ✓ (consensus reached)

Part 2 – Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them, in order to become a productive member of the community. (in progress - draft)

Educational Equity Defined

Ensuring every student has access to **quality** curriculum experiences and tools, no matter their starting point or background, to help them learn in the manner best suited for them.

*Thus, every Mansfield ISD student has the opportunity to pursue a life meaningful to them **and in order** to become a **contributing citizen and a productive member of the community.***

A background image showing the silhouettes of several graduates in caps and gowns, some with their arms raised in celebration, set against a light, hazy background.

Aligning our Work

Vision & Expectations

Curriculum



**Academic
Achievement**



Curriculum

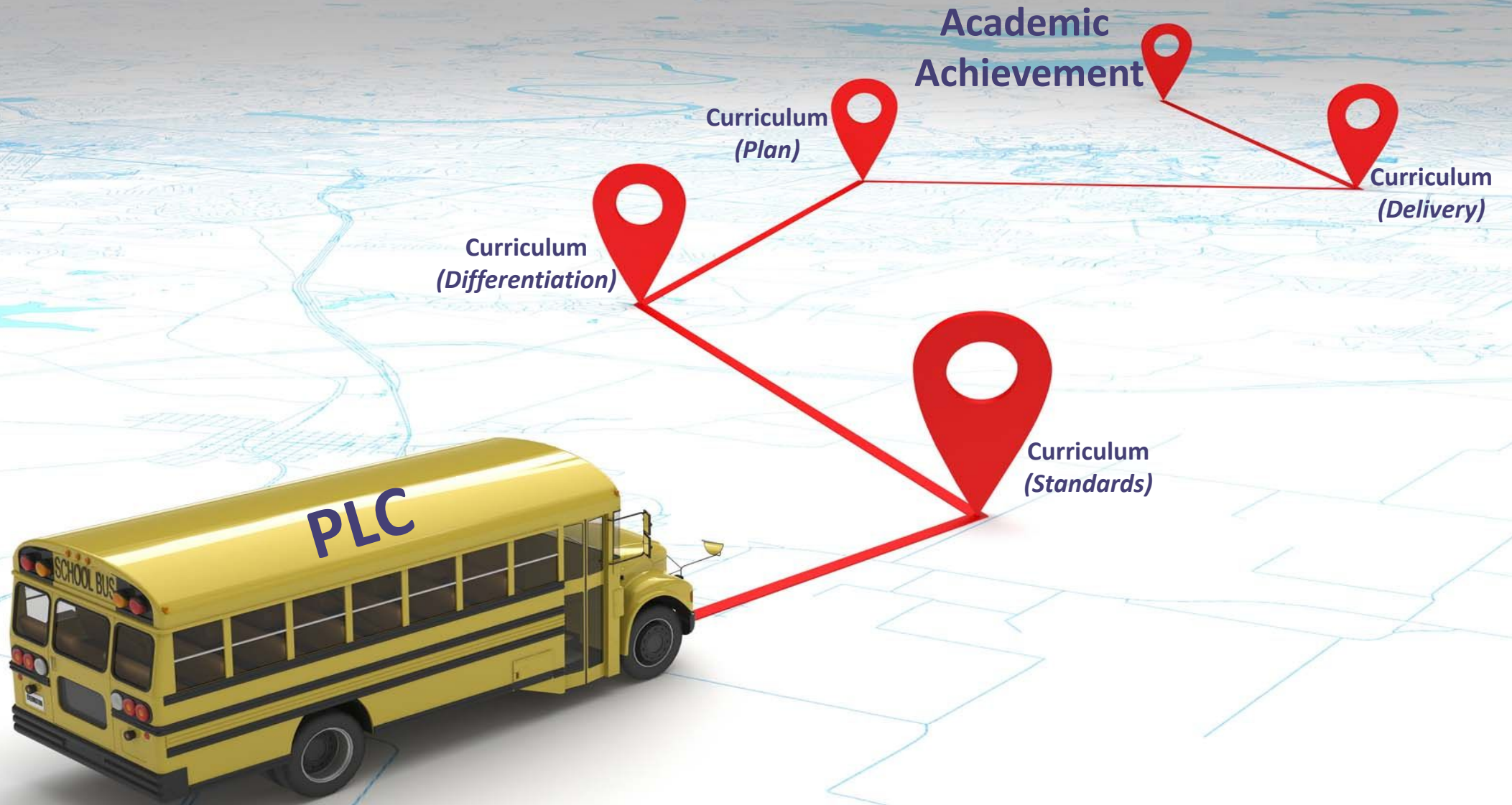


Ensure high levels of learning
for all MISD students

Equity & Access

Culture & Climate

Our Destination



Audit Findings

Focus Area 2: Academic Achievement	Key Takeaway
<ul style="list-style-type: none">● 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.	<p><i>Achievement in Mansfield ISD has two distinct and almost contradictory interpretations. On one hand, the district is very high achieving, in almost every respect, when compared to the state. This is confirmation of the extensive and sophisticated systems to support high quality literacy and instruction in all district classrooms and affirms the systems and structures in place. On the other hand, however, there are definite weaknesses in how well the district is currently serving certain groups within its student population, particularly students of color, students of poverty, and students receiving special education services. For many students within these groups, opportunity gaps are clear. Although many of these students outperform their peers from similar student groups across the state, within Mansfield ISD, they are not as successful as they should be—nor as they could be.</i></p> <p><i>Mansfield ISD is a system dedicated to student success with amazing capacity and solid systems of instructional support. It is also a district that has not yet unlocked the secret of serving its most disadvantaged students effectively in every school.</i></p> <p><i>(p. 30 of Audit Report)</i></p>

Recommendation

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

Audit Findings

Focus Area 5: Curriculum

- 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.

Key Takeaway

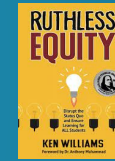
Implementing a sound written curriculum has been a priority for many years, with great results. However, work is needed to improve the curriculum format so that it more effectively supports differentiating for the varied student needs and backgrounds in district classrooms. The majority of teachers and campus administrators report that the curriculum does not provide resources that reflect the backgrounds and cultures of their students or that the curriculum is effective in supporting differentiation.

(p. 125 of Audit Report)

Recommendation

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.

Connecting Our Work



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

Guiding Questions



**Academic
Achievement**

Curriculum



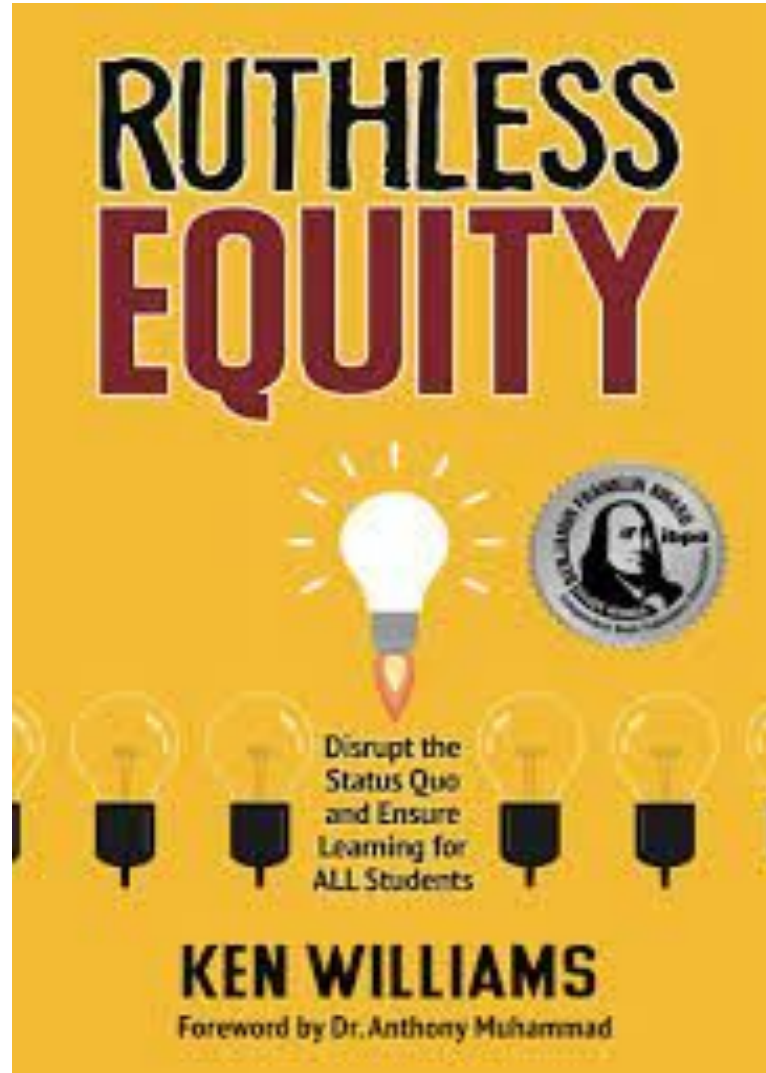
**Ensure high levels of learning
for all MISD students**

**Chapters
2, 3, & 4**

Equitable instructional practices should be rooted in a culture of inclusion and belonging. Reflecting on our definition of Educational Equity, what would be some examples of equitable instructional practices?

Ensuring learning for all students is our fundamental purpose. Considering factors impacting education today, what do you recognize as barriers our schools may face in their pursuit of equity?

Chapter Presentation & Discussion



Connecting the Book Study to Our Work

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.

Chapter Takeaways

- Chapter 2 - *The best course of action to address systematic this or institutional that is to address the issues in the context of equitable practices. Leveraging equitable instructional practices rooted in a culture of inclusion and belongings is the fertile soil from which issues are best addressed. (p. 27)*
- Chapter 3 - *Ensuring learning is our fundamental purpose and the through-line of our work. (p. 49)*
- Chapter 4 - *The pursuit of equity answers one question: How will we get every student there? (p. 61)*

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

The author states that equitable instructional practices should be rooted in a culture of inclusion and belonging. Reflecting on our definition of Educational Equity, what would be some examples of equitable instructional practices? (p. 26& 27)

Connecting the Book Study to Our Work

Curriculum	Chapter Takeaways
<ul style="list-style-type: none">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.	<ul style="list-style-type: none">Chapter 2 - <i>The best course of action to address systematic this or institutional that is to address the issues in the context of equitable practices. Leveraging equitable instructional practices rooted in a culture of inclusion and belongs is the fertile soil from which issues are best addressed. (p. 27)</i>Chapter 3 - <i>Ensuring learning is our fundamental purpose and the through-line of our work. (p. 49)</i>Chapter 4 - <i>The pursuit of equity answers one question: How will we get every student there? (p. 61)</i>

Audit Recommendation - 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.

Ensuring learning for all students is our fundamental purpose. Considering factors impacting education today, what do you recognize as barriers our schools may face in their pursuit of equity?

Planning for Chapter Discussions

Group facilitator connects the group and ensures planning takes place so the group is prepared to present. The facilitator has been emailed their group's info sheet with names, email addresses, and contact information.

	Chapter 1	September 21, 2023
Group A	Chapters 2, 3, 4	December 7, 2023
Group B	Chapters 5 & 6	March 21, 2024
Group C	Chapters 7, 8, 9	May 16, 2024

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.
- ★ 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*.



Next meeting:
Thursday, March 21, 2024

Thank
you for
your
time