

Equity Taskforce

Meeting 3
October 19, 2021

Logistics and Safety Protocols

- Restroom
- Dinner Instructions
- Phones
- Safety Protocols



Be	Be on time
Come	Come prepared to participate
Commit	Commit to the focus topics and protocols
Stay	Stay engaged
Speak	Speak your truth through civil dialogue
Be	Be comfortable with discomfort
Expect and accept	Expect and accept non-closure
Be	Be willing to put aside personal agendas and use data and information to guide decision making.
Assume	Assume best intentions
Commit	Commit to attend all meetings (6 of 8)

Who Am I Activity

Group Community Building Activity



Directions:

- ***Who Am I Game***
- Each person will hold a prepared nametag in front of themselves without reading it.
- Nametags will contain the names of famous people or easily recognizable characters (Superman, Mickey Mouse, Oprah Winfrey, ect...)
- ***Playing Who Am I***
- Each person must walk around the room and try to figure out which famous person they are, only asking “Yes” or “No” questions to gain clues about the name
- For example, a player can ask questions like: “Am I an athlete?” “Am I a female?” “Am I a young person?” and so on.

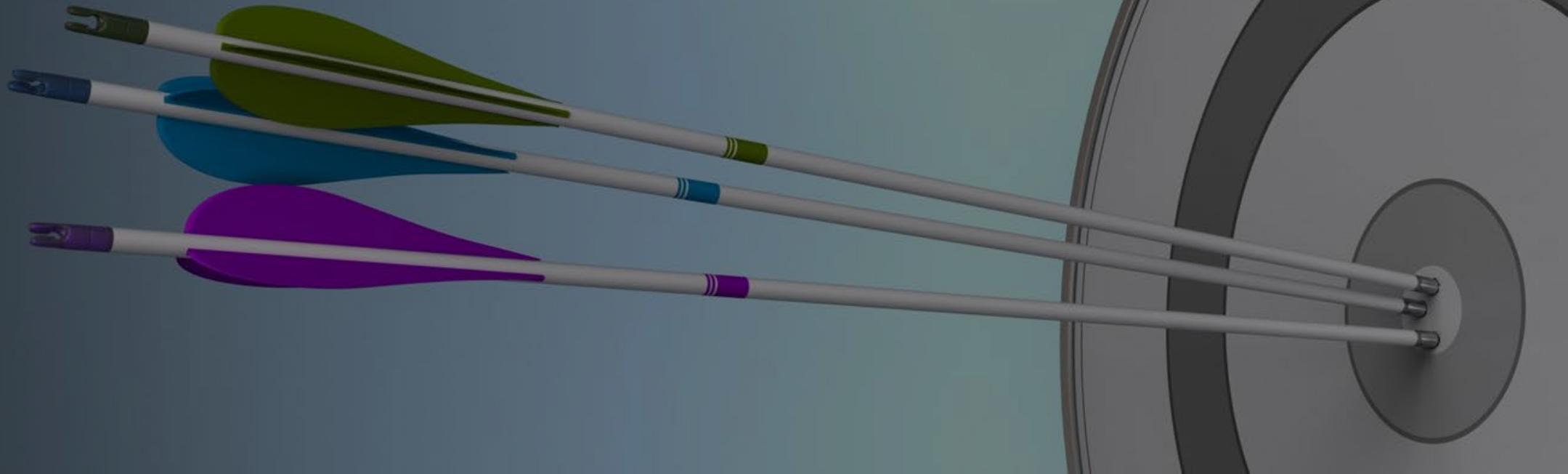
Priority Areas:

Every Student ,
Every Day,
Leaving No One Behind



Taskforce Goal

Through the work of the Equity Taskforce develop strategic equity plan with clearly outlined data guided goals and action items.



Taskforce Role

The role of the equity taskforce is to assist in the development of a TRUSD Strategic Equity plan.

The taskforce will use data to provide guidance in the development of plan goals.

The taskforce will make recommendations on research-based strategies to ensure equity and access for all students, families and staff of TRUSD.

Meeting Focus

- Identify key areas of equity or inequity
- Determine what data, information and resources are key to equity work



- Developing priority area strategic goals
- Identifying expected outcomes and impact

- Identifying equity gaps
- Creating Strategic Focuses



- Craft strategic measurable action steps
- Identify the why, who, what, and how

- Diving deeper into best practices through the lens of policy, systems and approaches.



- Review first draft of the Strategic Equity Plan
- Gather feedback and make adjustments.

- Identify existing current practices that support identified priority areas.
- Examine potential challenges and barriers to successful implementation of existing system.



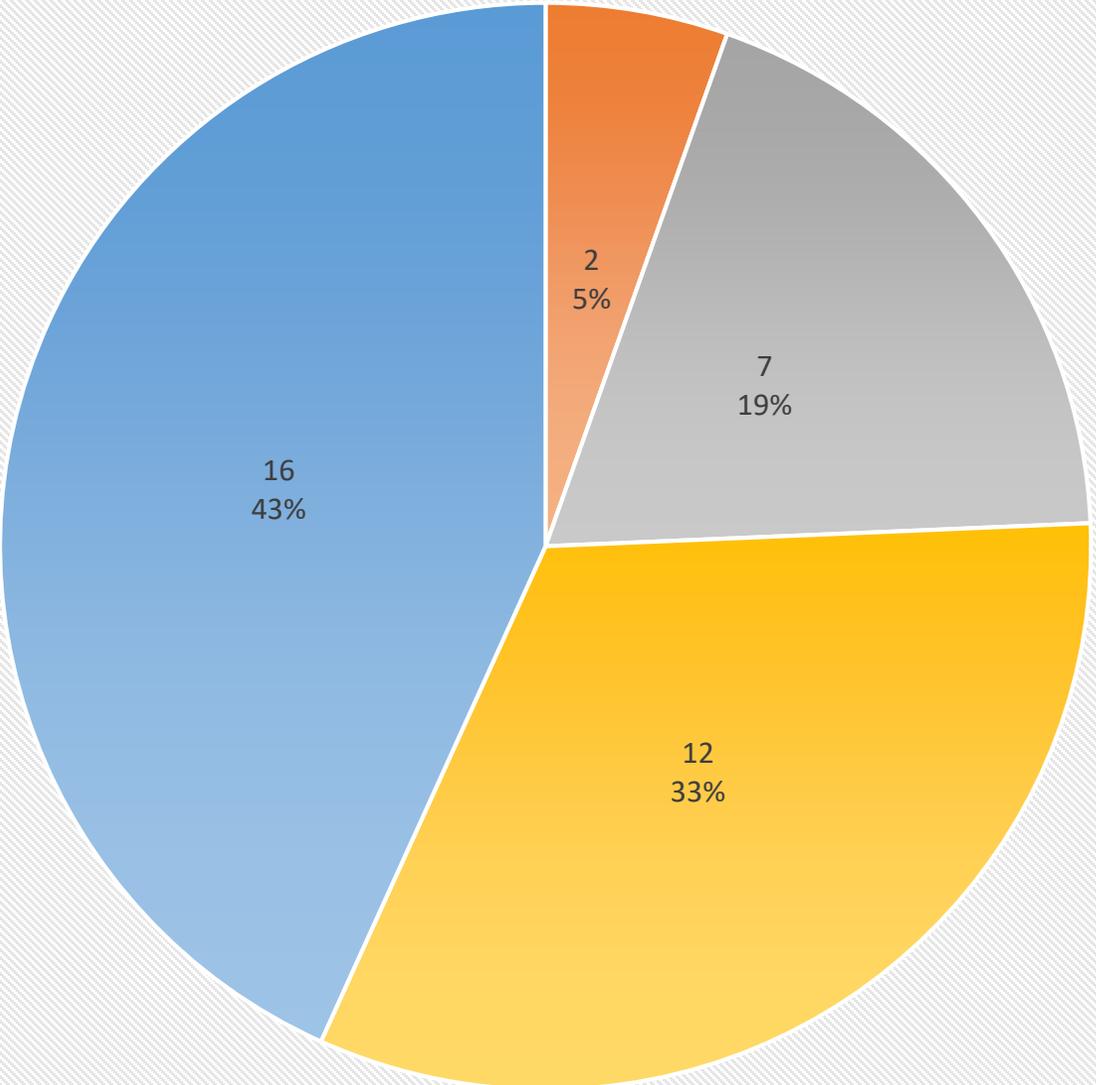
- Gain plan consensus and approval
- Next Steps

Feedback

Ranking Scale: 1 to 5 with 1 being the lowest and 5 being the highest.

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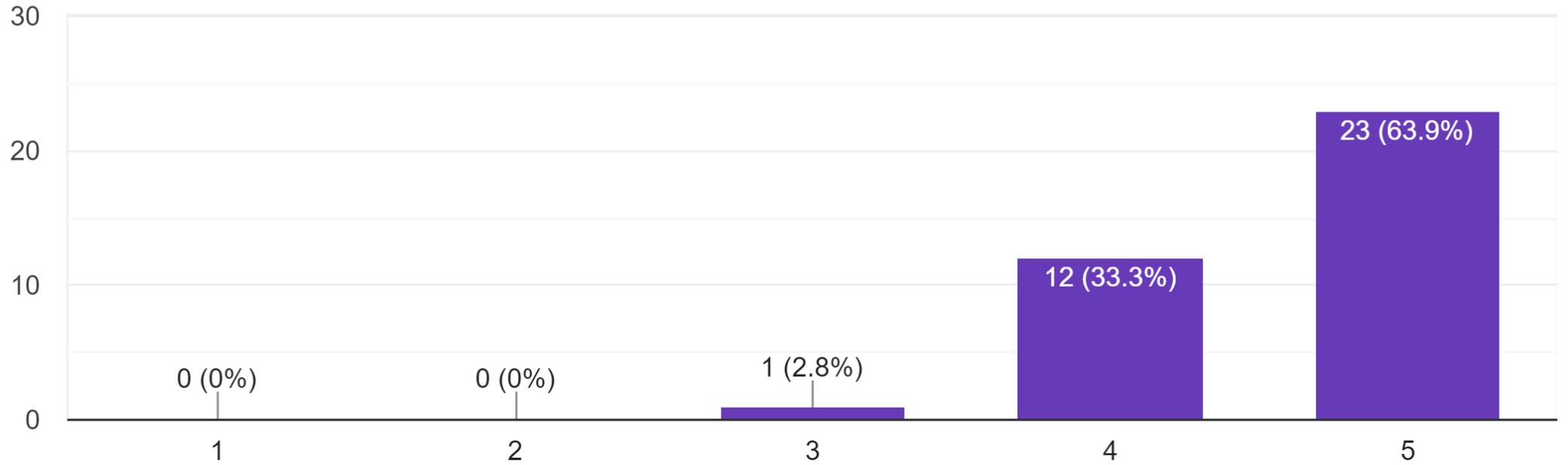
Please rank your level of comfort during tonight's meeting.



- 1
- 2
- 3
- 4
- 5

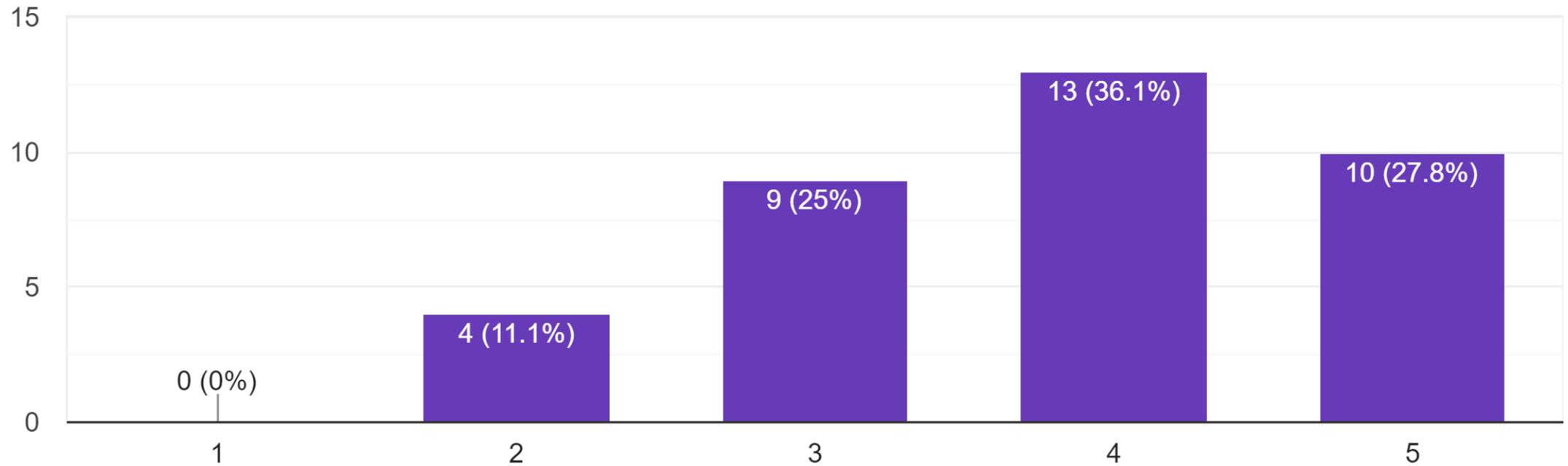
Please rank your sense of inclusion and belonging in your focus group during the meeting.

36 responses



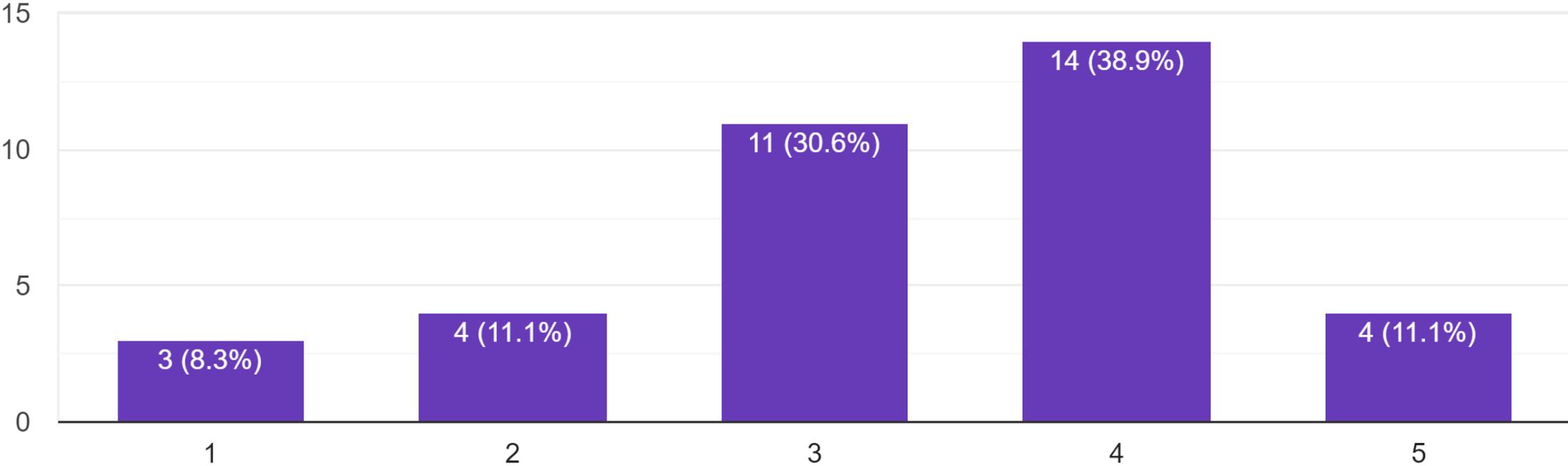
Please rank your opinion about the effectiveness of the protocols used during tonight's meeting.
The two protocols used tonight were the Gallery Walk and the Atlas Protocol.

36 responses



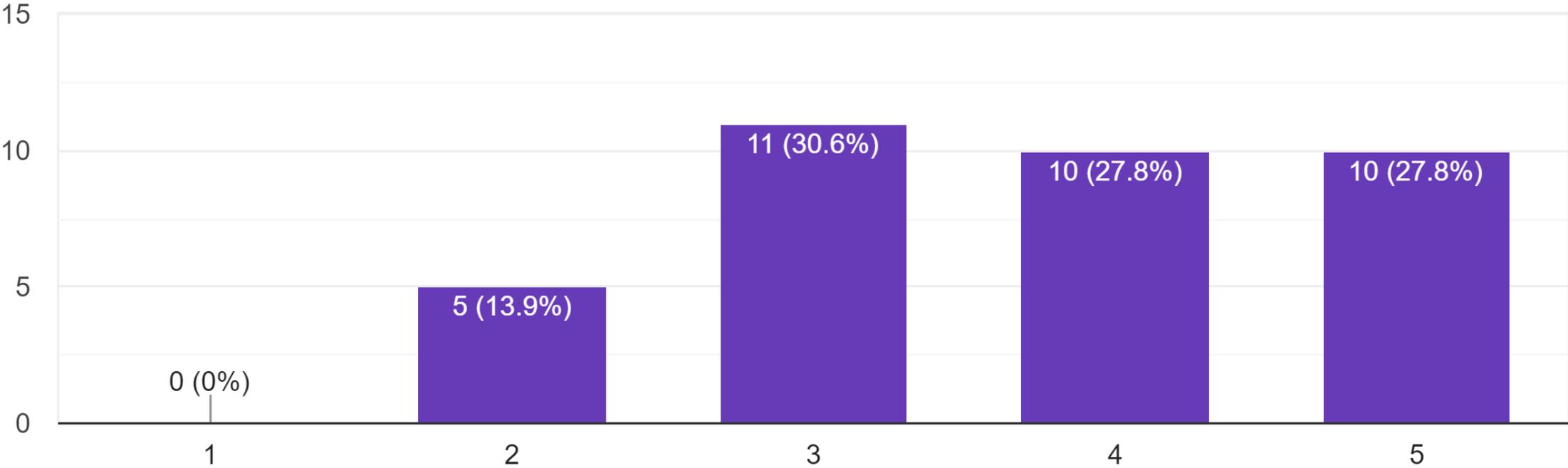
Do you feel that the data provided was relevant and adequate to assist your group in identifying equity gaps?

36 responses



Please share your thoughts about the productivity of tonight's meeting.

36 responses



Feedback Comments

Gallery walk was great!

We could use more time to digest the data and narrow our leverage areas to the 3 areas where we will recommend goals

I loved other groups feedback on our leverage points! Was very motivating!

Felt very fast paced and not enough time for data we had.

We need more time and more specific data, but we've acknowledged and requested what we need so hopefully we receive it next meeting

Great protocols. We need more data but that is to come hopefully.

We need to see what does Equity look like in practical Action on a campus with diverse populations

More data that allows conversations to be more thorough and concise.

Challenging with so many groups in one room - would like opportunities to break out into other spaces with our team.

We need more time to process data. Getting data in advance would help. Some activities seemed rushed

We needed more time to assess needs and digest data. Having 8 minutes was insufficient. Data needs to be provided via email for think time.

We were only able to scrape the surface on our data. Would have been great to have the data beforehand to come with notes. Needed more think time?

It would be great if data can be sent digitally so I can review before the meeting.

Feedback Comments

I still feel when need some grounding before we start the work from the experts. There are a lot of examples from other districts we can possibly glean from

All the data should have been emailed to us in advance so we had time to review the sheer amount of it before we came together as a group and could have identified gaps in the data prior to tonight's meeting.

We need more time for discussion in focus groups.

Our data needs to reflect our requests. It is hard at time to complete our sections/task when time is very limited.

Not enough time to review data provided

People chatting too much while facilitator was talking was distracting.

I really enjoyed this meeting and felt it was productive and got to know my group better. Thank you for being so thoughtful in designing and laying out these meetings and this process. Great job!

Little bit more time for the gallery walk would have been good. Overall great though.

It was great! Have teams write individually then share with group so that all voices are heard.,

I would've preferred to have the data packet to review prior to the meeting.

- provide data in advance if possible so we can come with formulated feedback, discussion, and recommendations /next steps. Please share agenda materials in advance

We are making some transformation with staff. Hopefully, district wide!!

Would be helpful if the percentages were on the actual chart. Would be easier to read

we have a big group and it's hard to hear directions given or input from teammates. Also, we are not always focused on big picture systems but can get bogged down in specific issues and details

Feedback Comments

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- we have a big group and it's hard to hear directions given or input from teammates. Also, we are not always focused on big picture systems but can get bogged down in specific issues and details
- For our group there was a lot of academic data, but little of it was addressed our areas of opportunity, access and inclusion. Especially in the areas of mental health- we have more questions than answers. What is available? To whom? And who is accessing now? Is it proving effective? Technology has been a huge roll out since the pandemic, but do we know how well it's being used? And now that we are back in person? How is it being used now? Feedback from the gallery walk was that mental health services are a huge need, but this seems to also be something that we are building as we go



Feedback Comments

- Data can't be the only fundamental used to do this task force. What are we doing if the data is the only factor? Numbers should not be how we determine needs. It's concerning that we are going to put everyone under a global umbrella. It is also concerning that experience is not being utilized. Sorry but I don't want to run out of space so I'm trying to keep answers short.
- There is so much to cover but the pacing of the meetings is structured in a way that is conducive to us processing the information in a focused way. Thank you for keeping us engaged and on task!
- Question 2: I am the only community member in the group. Variety in the group or team would have been helpful. The group is often speaking teacher jargon.
- Question 3: See notes above. The group is very receptive to hearing everyone which makes it more comfortable. Question 4: The gallery walk was good to confirm what we were thinking as a group or after new thoughts. The Atlas Protocol was not very helpful. Data given was clear, lacked labels, seemed like data was gathered in a rush. The ask to look at data to create a blanket recommendation or focused areas comes across as counter intuitive. When we are looking to do equity work which is based on giving people what they need.
- Question 6: Lack of clear data really hindered our team's productivity a lot.
- Question 7: I was disheartened to hear that we are creating a blanket umbrella plan to be distributed to the district versus a true equity plan that looks at what school needs to be successful. This was a big contrast to what you shared in meeting #1.



TEXT RENDERING PROTOCOL

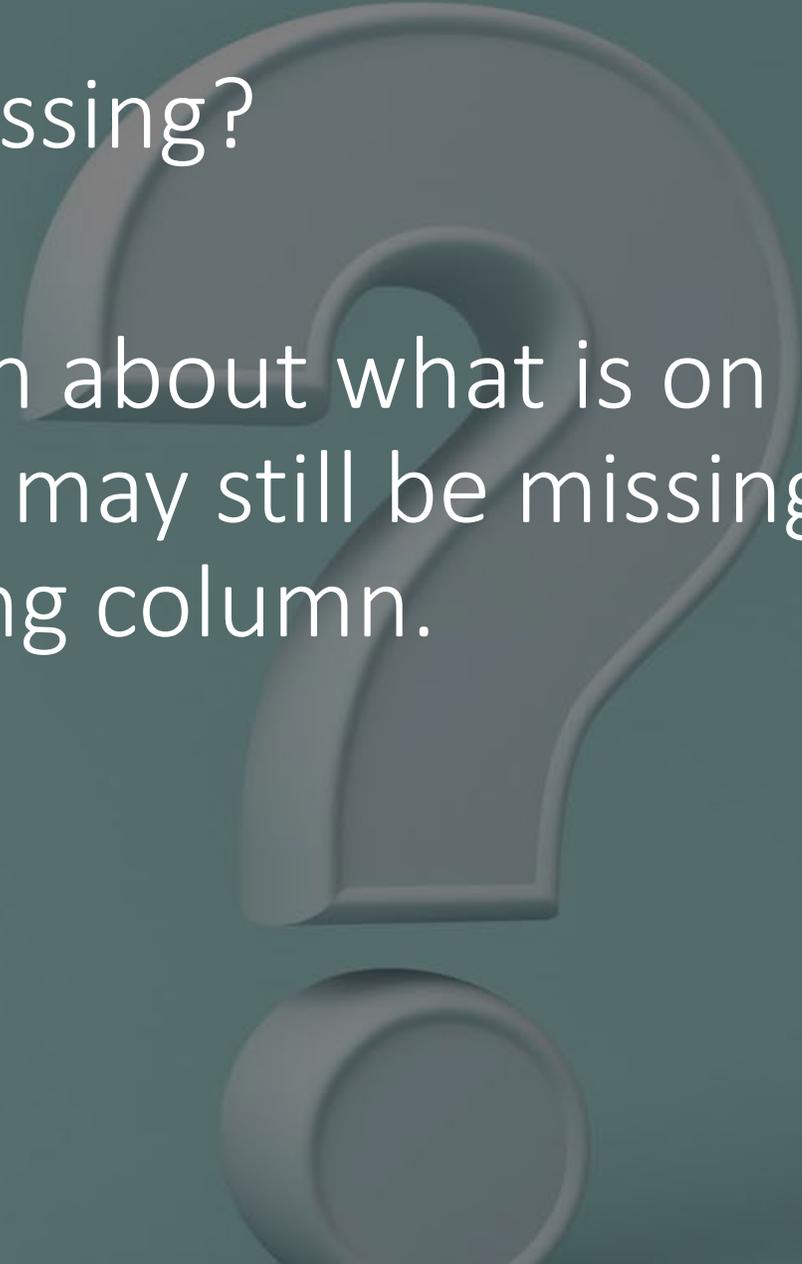
- Read the article and as you read...
- Underline a phrase that stands out to you
- Put a star next to a sustenance that stands out to you.
- Circle a word that you feel is most relevant

Group Review

Facilitators will use the summary handout to review where your group left off last time you were here.

What's Missing?

Have a table discussion about what is on your handout and what may still be missing or on the wrong column.



- Review of New Data Requests



Atlas
Protocol



Protocol Phases

01

Individually
reviewing and
processing the data

02

Describing the data

03

Interpreting the
data

2. Describing the Data

- The facilitator asks: “What do you see?”
- Use your Comment Card to describe the data you found important.

You are only describing the data. Avoid judgement, abstain from interpretations.

Good Example: On page three I am looking at discipline data where it shows ethnicity breakdown. The data shows that _____ group has a higher level of suspensions than students of any other ethnicity.

Poor Example: I see that the most taken Advanced Placement course is _____. This must mean that kids like that subject more than others or maybe it has better teachers.

3. Interpreting the Data

- The facilitator asks: “What does the data suggest?” Followed by “What are the assumptions we make about students and their learning?”
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other’s interpretations, ask questions that help you better understand each other’s perspectives.

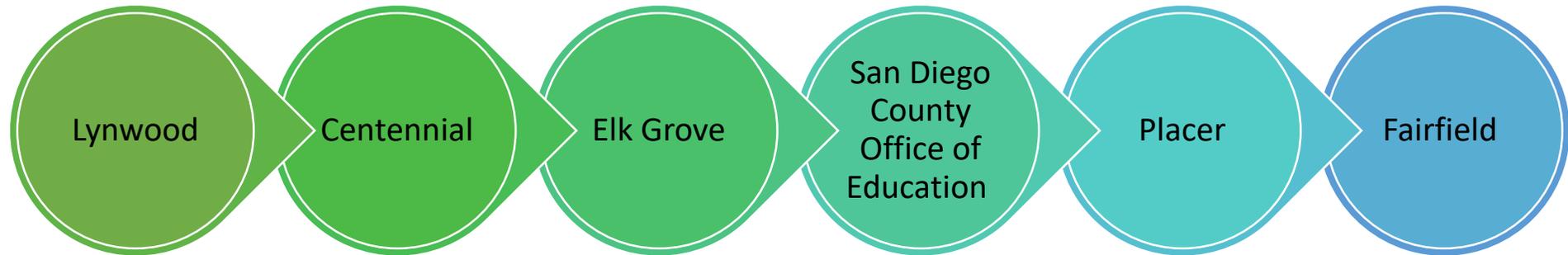


Moving Forward

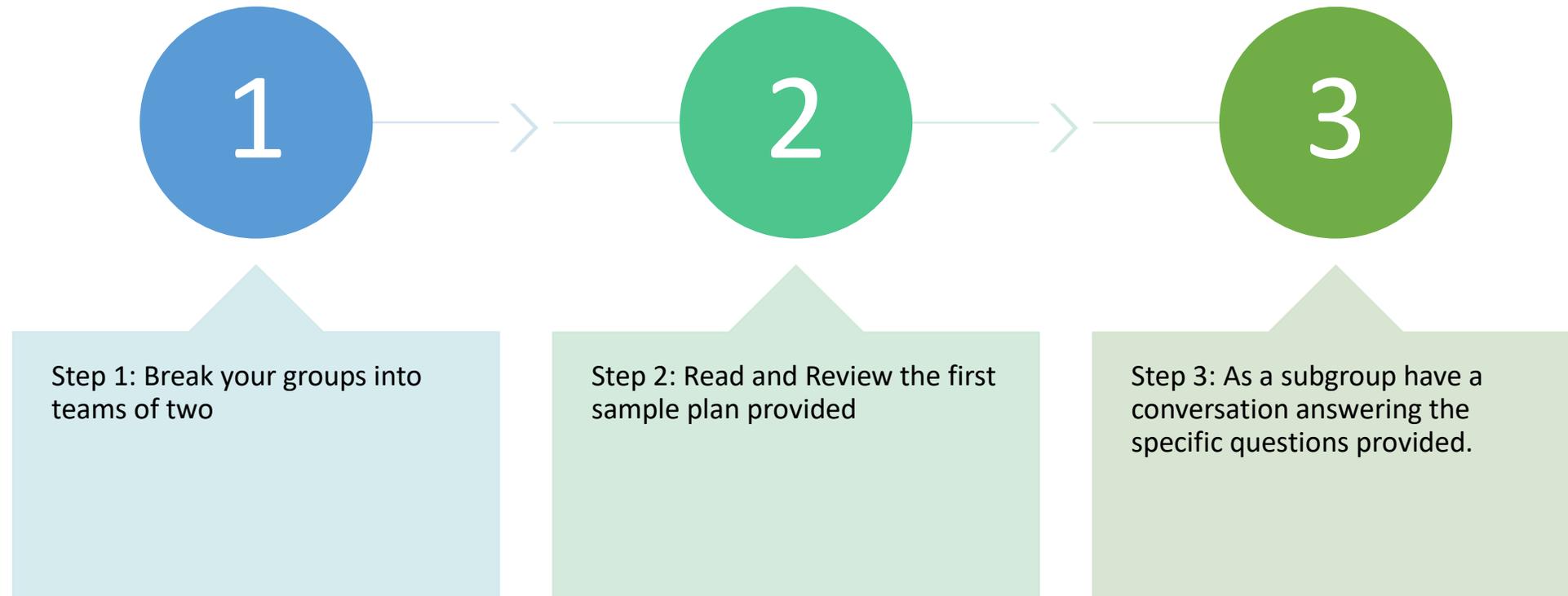
A magnifying glass with a black handle and a large, clear lens is positioned in the upper right quadrant of the image. A black pen lies diagonally across the lower left quadrant. The background is a dark, textured grey. The text "Exploring Sample Equity Plans" is centered in the middle of the image in a white, sans-serif font.

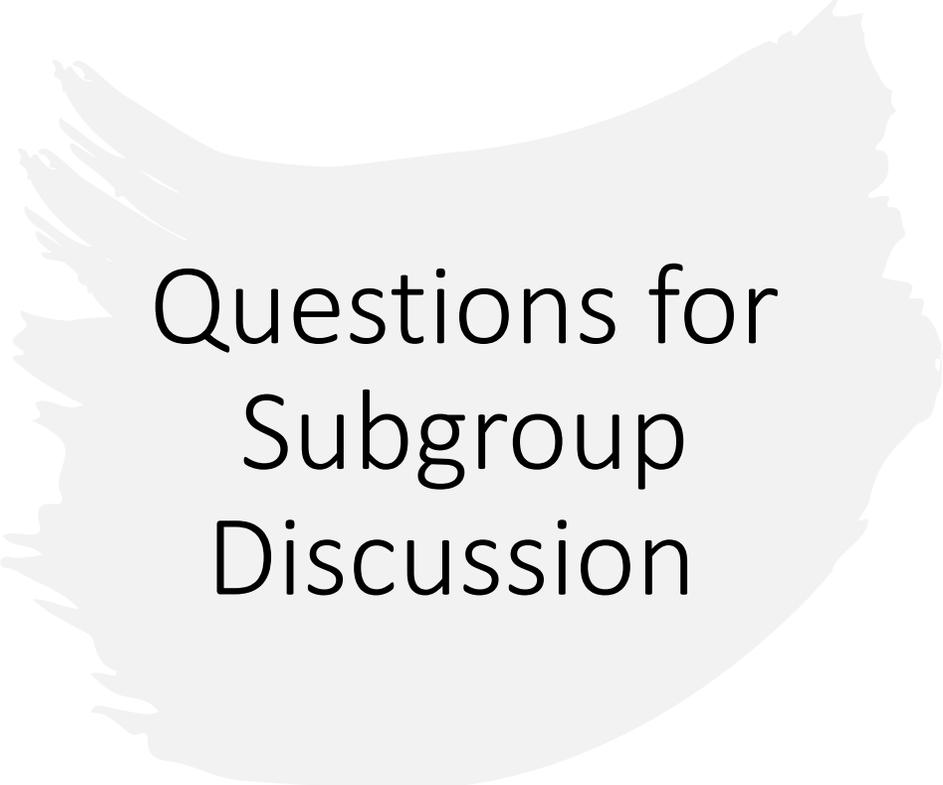
Exploring Sample Equity Plans

Sample Plans for Review



Process





Questions for Subgroup Discussion

- What do you like about this plan (structure/content)?
- What do you not like (structure/content)?
- How are goals linked to action items or recommendations?
- Key takeaways from plan review?



Group Share-Outs

A top-down view of a dinner spread on a wooden table. The spread includes two pizzas, two burgers with sesame seed buns, a pile of french fries, a bowl of sliced cucumbers, a bunch of cherry tomatoes, and some fresh basil. The word "Dinner" is written in a bright yellow font across the center of the image.

Dinner



Group Focus Outline

Leverage Area	Data Used	Equity Gap	Student Groups



Determining Priorities

Whole Room Share Out

- Each group will select 1 presenter
- The presenter will in 2 minutes provide an overview for the whole room of their chart identifying what their leverage areas are, what data was used, what equity gaps were identified and which students this leverage area most impacts

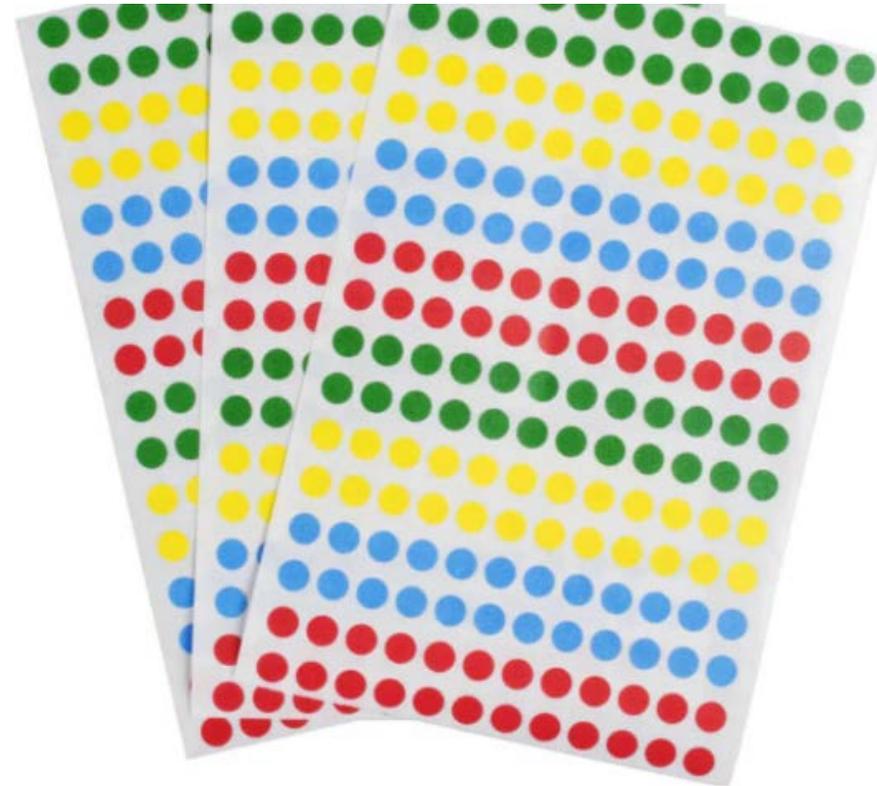


Within Your Group

Each group member has 2 dots.

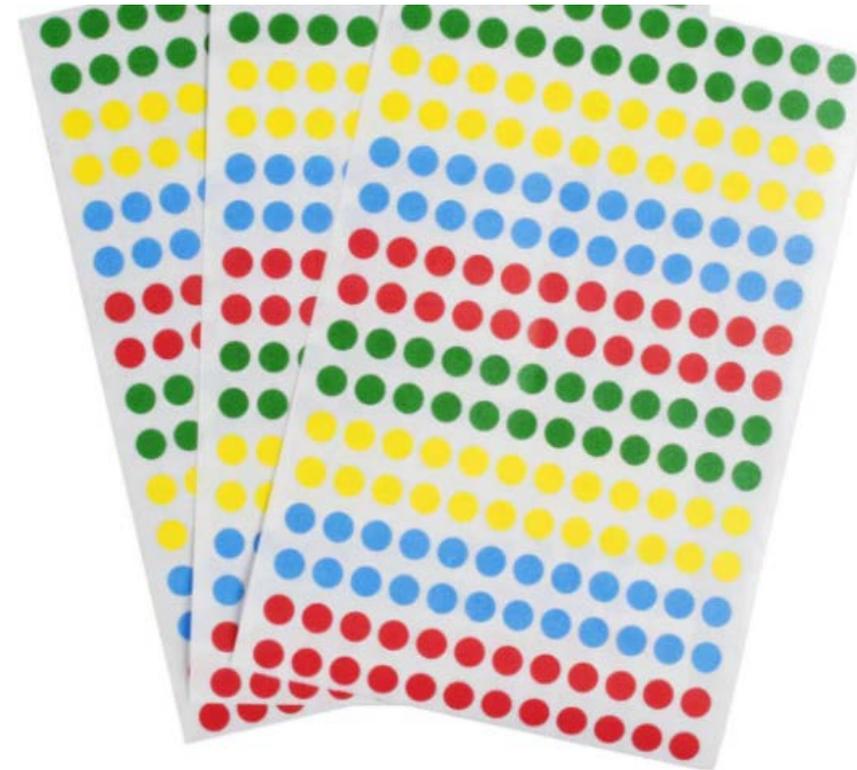
You can use these dots to identify what areas you feel are most important.

- Identify the priority leverage areas you feel are most important and place your dots next to them on the poster paper.
- You can use each dot on a different one or all dots on one.



Whole Room

- ❖ You have been given 4 additional dots
- ❖ Based on the information presented by each group you have seen the various leverage areas, data, equity gaps, and student groups these leverage areas might most impact.
- ❖ Take your 4 dots and use them to vote on the leverage areas in other groups' identified areas you feel are most important based on information presented.





- Please complete the feedback form!

- Identify key areas of equity or inequity
- Determine what data, information and resources are key to equity work

Framing the Focus

1

- Identifying equity gaps
- Creating Strategic Focuses

Identifying Areas of Growth

2

- Diving deeper into best practices through the lens of policy, systems and approaches.

Examining Best Practices

3

- Identify existing current practices that support identified priority areas.
- Examine potential challenges and barriers to successful implementation of existing system.

Analyzing Existing Practice

4

Thank you for Participating!

Next Meeting: November
9, 2021