

Mamaroneck Union Free School District Equity Audit Report Presentation

2022

BY: K. LAMB

SEEK EQUITY CONSULTING LLC

EQUITY AUDITOR PROFILE

The equity auditor, Kiesha Lamb of Seek Equity Consulting LLC has over a decade of experience moving equity forward, she has partnered with students, families and district educators and leaders across the nation. She has experience in researching, designing, and facilitating equity based curriculum.



*Human
Centered*

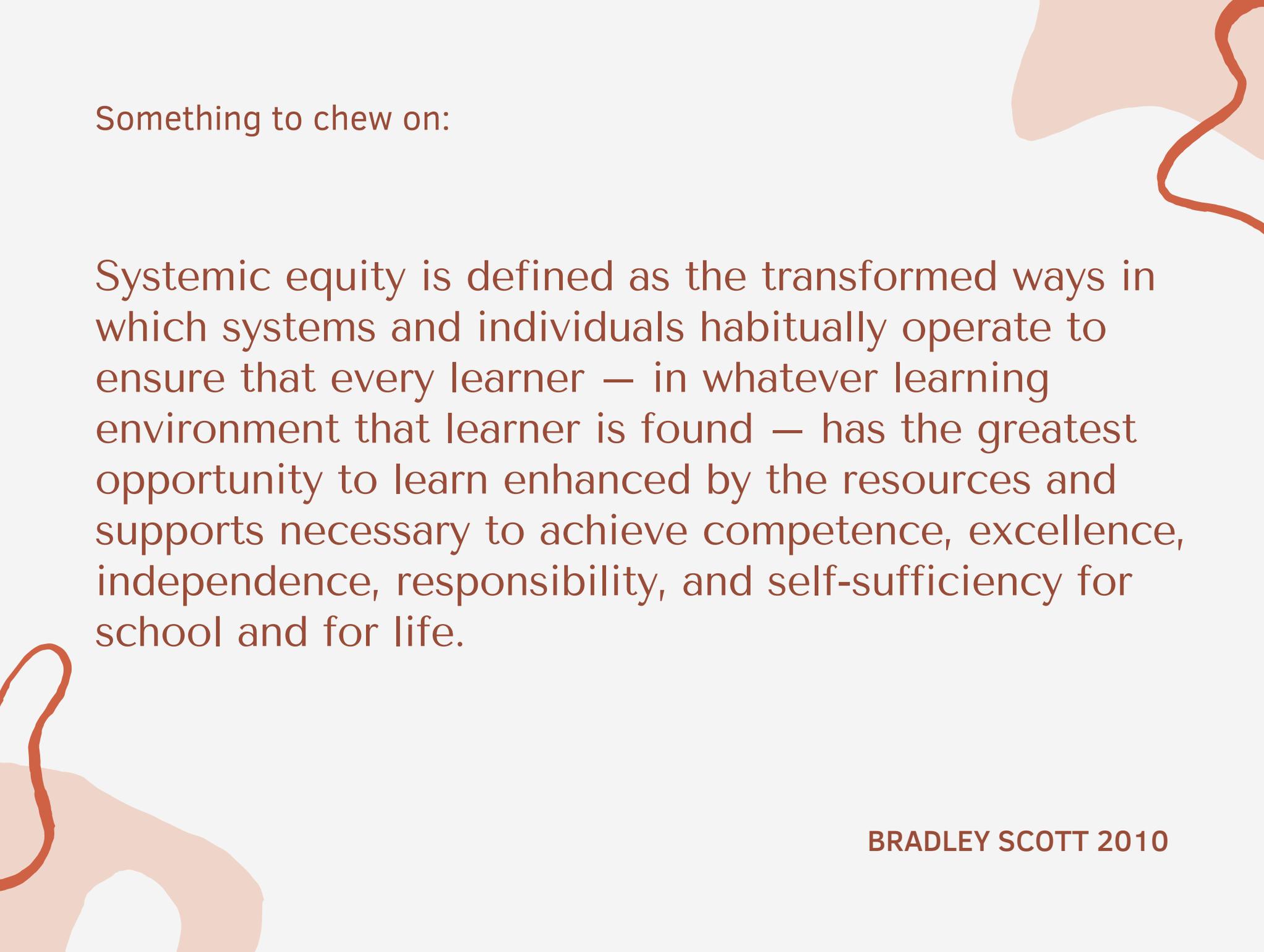
She enjoys infusing artistic expressions and methods into her work to support the learning of others. The auditor continues to carve out her lane within the field of equity to encompass (but not be limited to) the value and interventions of Family and Community engagement within education, prioritize the significance of human centered data and research analysis, and champion the re-humanization of minoritized people through rich tradition and innovative measures.

Something to chew on:

Educational Equity

- Raising the achievement of all students, while
- Narrowing the gaps between the highest and lowest performing students, and
- Eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement categories

-GLENN SINGLETON (2015)



Something to chew on:

Systemic equity is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner — in whatever learning environment that learner is found — has the greatest opportunity to learn enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life.

BRADLEY SCOTT 2010

SELFIE VS. USSIE

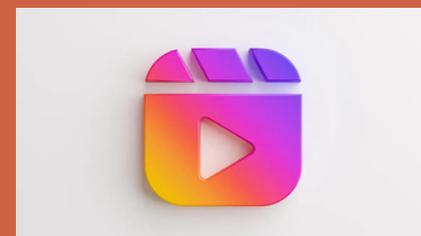


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INTERPRETING

Limitations

HURRICANE

IDA

LAWSUIT

MINORITIZED

MONOLITHS

DATA

GATHERING

COMMUNICATIONS



Accessibility

Human Centered

Terminology:

Core tensions- Core tensions occur when two realities exist that seem to be juxtaposed against one another that create friction or discomfort. An example of a core tension might be needing a formal equity audit to communicate what might have already been said more informally.

Culturally Responsive Teaching (CRT)- CRT is a research based approach to teaching and learning that connects educators to the languages, cultures, and life experiences of students in order to make learning rigorous and relevant. CRT serves ALL students better and specifically

engages students whose languages, cultures, and life experiences rarely make it into the classroom as an asset vs a deficit.

Deficit Ideology-Deficit ideology is a set of beliefs (at times subconscious), connecting negative outcomes to the inherent nature of a person or group that has been historically disadvantaged.

Educational Equity- Raising the achievement of all students, while narrowing the gaps between the highest and lowest performing students, and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (Singleton)

Empathic Interviews- A non-traditional interviewing strategy that uses open ended questions, conversational speech, and empathy to solicit more authentic responses and fuller stories without leading or rushing the process.

Ethnographic research- A qualitative and human centered method for collecting data i.e home visits, conversations over dinner, car rides, extended observations in hallways and libraries etc.

Fragility- A higher demand for comfort met with a lowered tolerance for multiple perspectives, especially those that counter one's own beliefs or values. In this context, fragility is found within those who represent the dominant groups in society and within the school district.

Human Centered Design- An approach that relies on surfacing the stories, experiences, and perspectives of stakeholders as the source of the crisis and the solution. All data gathering measures and recommendations have a human centered design focal point.

Individualism- The value based stance that each person is responsible for their own progress and achievement of success. This often leads to unhealthy competition and lack of collectivism within learning environments, promoting the perpetuation of long standing learning and opportunity gaps between historically advantaged and disadvantaged groups.

Leader/Learner- The individual terms, leader and learner are commonly used within education, however, in this context, the leader and learner dynamic proposes an opportunity for people to exist in both spaces despite the hierarchy and power dynamics; in fact it acknowledges that everyone has a responsibility to be a leader and a learner, just as well positioned leaders have the responsibility to carve out space for everyone to be a leader and a learner.



Mamaroneck UFSD - Equity Audit Opt
Out Form / Distrito Escolar de
Mamaroneck - Formulario para no ser
incluido en la auditoría de equidad

Estimadas Familias y Cuidadores del Distrito de Mamaroneck,

¡Bienvenidos de regreso de las vacaciones de invierno! Mi nombre es **Kiesha Lamb** y se me ha contratado **para formalmente llevar a cabo una auditoría relacionada con el estado del ambiente y de las prácticas de diversidad, equidad e inclusión de su distrito escolar.**

Como su consultora de equidad, me he comprometido a conocer su comunidad y a recopilar datos a partir de julio de 2021; el reporte final de la auditoría con recomendaciones se completará en abril de 2022.

En esta etapa del proceso de la auditoría de equidad, realizaré visitas a cada escuela e invitaré a los estudiantes y sus familias, personal y miembros de la comunidad por igual a compartir sus conocimientos y experiencias conmigo. **El informe final no incluirá los nombres individuales de las personas que fueron entrevistadas, sino temas que resaltan las fortalezas y las áreas de crecimiento.** Se proporcionará traducción al español, según sea necesario.

Central: 27
Chatsworth: 31
Hommocks: 34
MAS: 8
MHS: 48
Murray: 27

Overall:
175 students

Essential Questions

1. Do All students have opportunities and the support to achieve the same outcomes or their highest potential?

2. How do students and their families know and partner in the district's commitment to affirming and including all members of the community?

3. To achieve the district's commitments to prioritize learning and leading towards Diversity, Equity, and Inclusion, what pathways are provided to staff and are created by staff?

4. Within MUFSD, what expectations, practices, and policies currently exist to disrupt inequities that occur on a daily basis?

1. ¿Todos los estudiantes tienen oportunidades y el apoyo para lograr los mismos resultados o su mayor potencial?

2. ¿Cómo los estudiantes y sus familias conocen y se asocian con el compromiso del distrito de afirmar e incluir a todos los miembros de la comunidad?

3. Para lograr los compromisos del distrito de priorizar el aprendizaje y el liderazgo hacia la diversidad, la equidad y la inclusión, ¿qué caminos se brindan al personal y son creados por el personal?

4. Dentro del Distrito de Mamaroneck, ¿qué expectativas, prácticas y políticas existen actualmente para interrumpir las inequidades que ocurren a diario?

MHS

CONNECTIONS

WINS

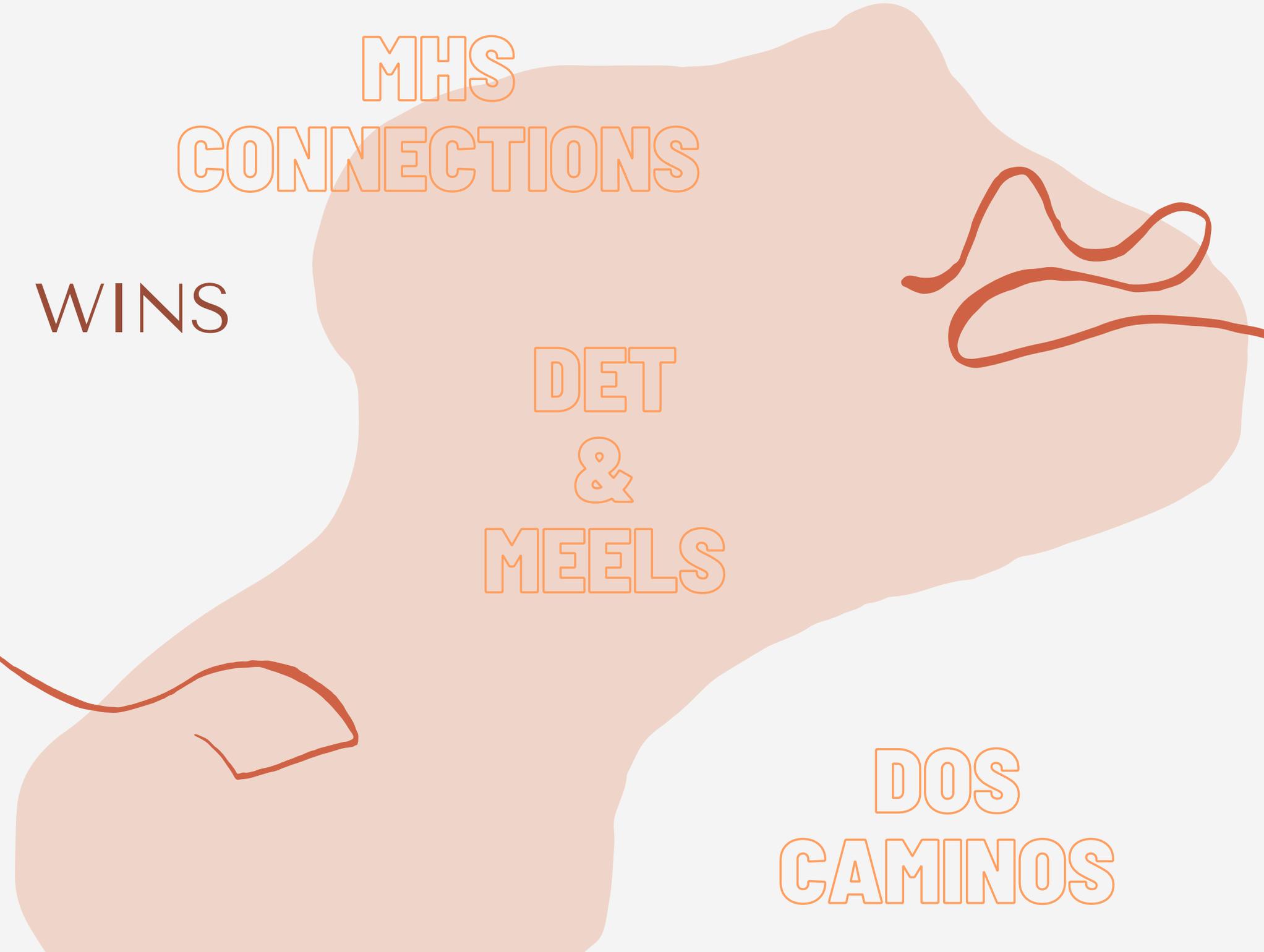
DET

&

MEELS

DOS

CAMINOS



STAKEHOLDER ENGAGEMENT

Ethnographic Research, Empathic Interviews, Site Visits, District wide Survey and more..

<p>423 District Stakeholders</p>	<p>individual, groups, families, phone, zoom, in person, parks, local establishments, homes, classrooms, school hallways, libraries, gymnasiums, school stairwells, offices, over breakfast, lunch, dinner, coffee...</p>
<p>25 Classrooms/ School environments visited</p>	<p>Physical education, Art, Music, Library, Technology, History, Science, Math, Language Courses, English, Reading Resource Room, Hallways, Stairwells, Dos Caminos...</p>

Essential Questions

Themes are consistent

Many minoritized students and staff continue to experience MUFSD as unsafe, not affirming to their identities, a barrier to their success, invalidating of their truths...

all while being a district that has quality programming and tracks for some, and high achieving students within the dominant communities.

Staff and families are not in alignment on the value of and expectation to seek and achieve educational equity, therefore miss/deny opportunities to partner on and champion success for ALL.

Systemic level change is needed and possible, but not without a plan for unifying the community and executing micro and macro levels of change.

What is your relationship to the school district (MUFSD) ? Check all that apply. / ¿Cuál es su relación con el Distrito Escolar de Mamaroneck? Marque todas las que aplican.



Why do you believe the district is having an Equity Audit and what do you hope might come from this Equity Audit? / ¿Por qué cree usted que el distrito está haciendo una auditoría de equidad y qué espera puede resultar de esta auditoría de equidad?



If you could shine a light on one specific area of the district, where would you shine that light and why? / Si pudiera resaltar un área específica del distrito, ¿qué resaltaría y por qué?

Share openly about anything related to Diversity, Equity, and Inclusion within the district, MUFSD. / Comparta abiertamente cualquier cosa relacionada con diversidad, equidad e inclusión dentro del Distrito de Mamaroneck.

**GOOGLE
FORM**

Why do you believe the district is having an Equity Audit and what do you hope might come from this Equity Audit? / ¿Por qué cree usted que el distrito está haciendo una auditoría de equidad y qué espera puede resultar de esta auditoría de equidad?

The audit would assess diversity and equity of students, staff and faculty and highlight any gaps as compared to what should be an equity balanced school district. I would hope any imbalances across these three groups would be highlighted in the audit

I hope it is to ensure that everyone has what they need to feel safe and be successful

I believe the district is having an Equity Audit because of the significant differences in socio-economic status across the district, to ensure that each school is allotted equitable funds and opportunities for it's students. I would love to see the district move to the Princeton Model for elementary schools as a result of this audit.

In alignment with the DEI directives of the taskforce, the audit is meant to get an assessment of where the school district stands today.

Because there have been too many situations where race has been a factor, including several that have become legal cases.

Why do you believe the district is having an Equity Audit and what do you hope might come from this Equity Audit? / ¿Por qué cree usted que el distrito está haciendo una auditoría de equidad y qué espera puede resultar de esta auditoría de equidad?

I have no idea and don't understand the definition of equity.

I think it's a waste of time and resources.

not clear to me what we are trying to achieve here

I don't know

Due to a small number of complaints

To stay with the media trends

Hot button topic. MHS being reactive.

No idea

Because the district has several lawsuits against it.

Did someone use the n word last year?

I do not think this is needed

I do not know why. In my experience this has not been an issue

think it's a waste of time and resources.

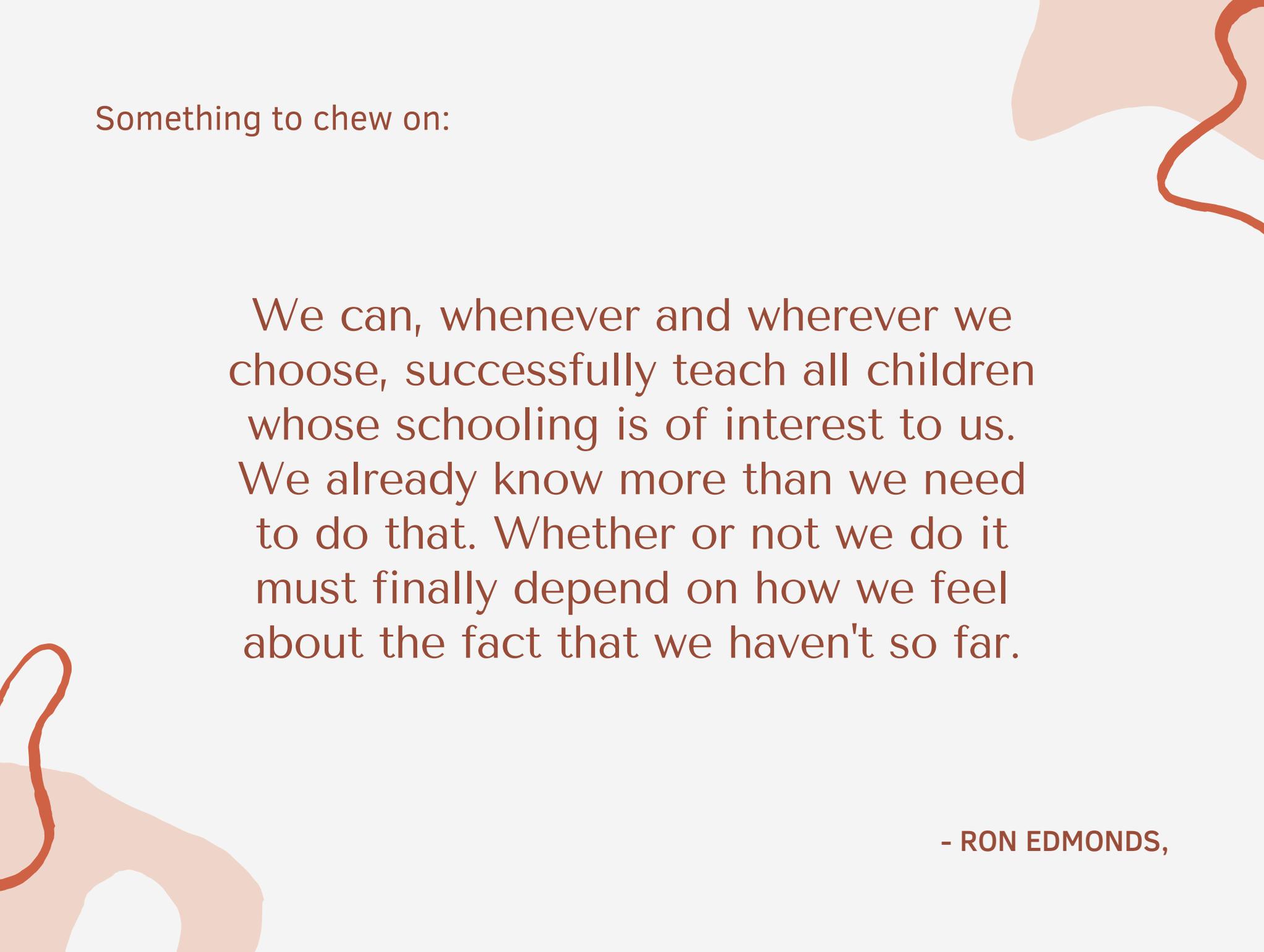
Share openly about anything related to Diversity, Equity, and Inclusion within the district, MUFSD. / Comparta abiertamente cualquier cosa relacionada con diversidad, equidad e inclusión dentro del Distrito de Mamaroneck.

This survey suggests that the school welcomes and encourages the truly difficult and uncomfortable conversations regarding race. This is a lie. Anyone who voices an alternate point of view is immediately canceled, labeled, or muted. The truth is that students of all skin colors and backgrounds are more than able to succeed in our district without special assistance. These kids aren't helpless victims who need Audits like this one. We should be demonstrating unity, friendship, and mutual support, instead of focusing on divisive ideas like DEI, which only make people associate into two categories: victims and oppressors.

I applaud our district for aiming for equity. It's long overdue. I also think we have to be mindful that you do not need to lower academic standards or rigor in order to achieve equity. There is a perception that this is happening within MUFSD.

The district pushes LGBT, and has become racist against white people. It is acceptable to be harrassed by students of color if you are white.

Just like this Audit is being conducted out of nervousness and fear, everyone who doesn't align with this DEI agenda is afraid to speak their minds for fear of "consequences." Parents are supposed to teach morality; schools need to stay in their lane and teach to high academic standards without special circumstances for students who are capable of independent success! Please stop fostering a divisive community where families of different races, which until recently were part of the same community, are now feeling ashamed and different.



Something to chew on:

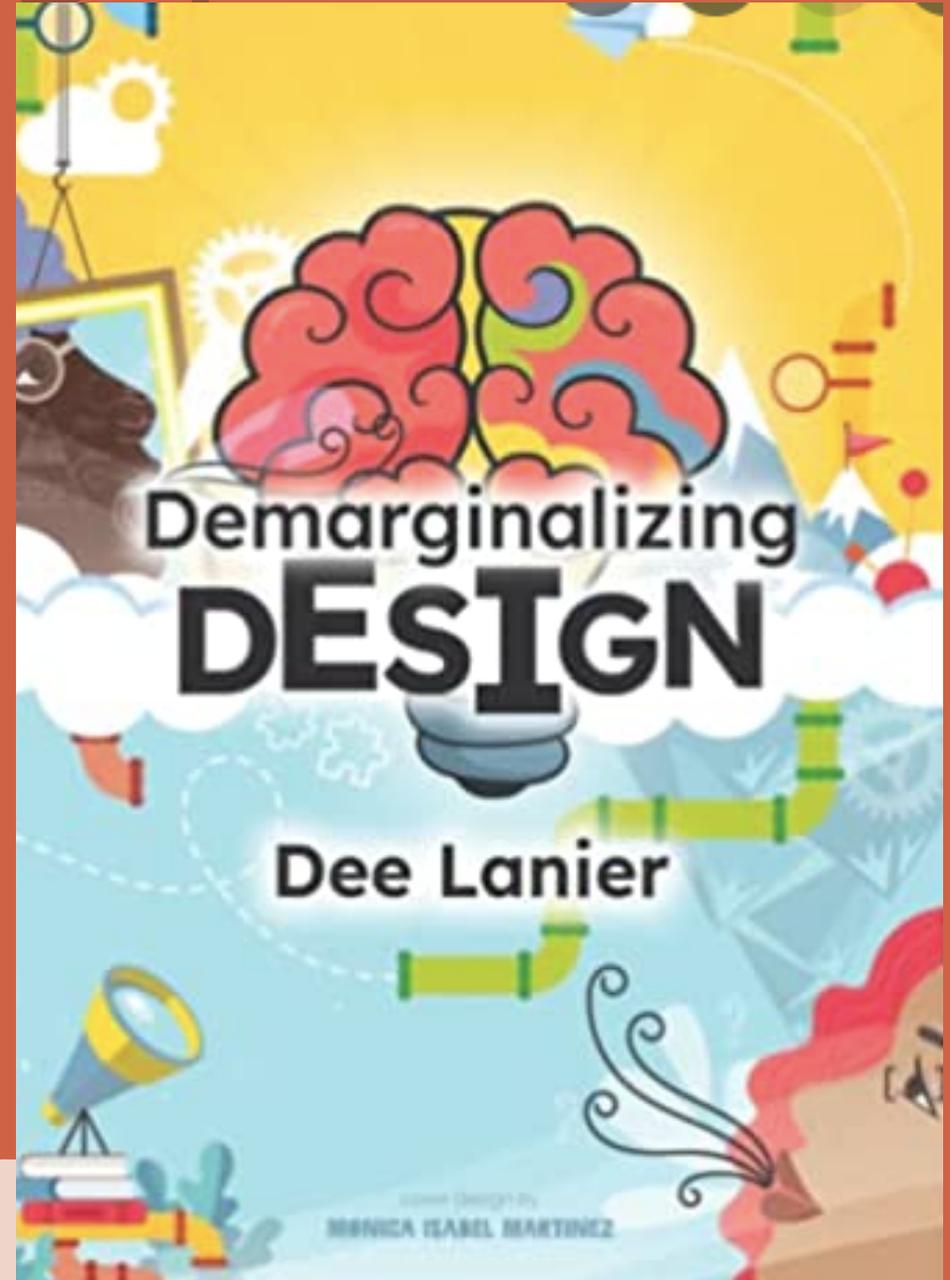
We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

- RON EDMONDS,

A read aloud
from...

Demarginalizing
Design

by Dee Lanier





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Recommendations

Leadership

Central Office
Board of Education
Equity Leadership

Family & Community

Sankofa
Comunidad
Partnership

Instruction/PD

Culturally Relevant
Teaching
Coaching
Accountability



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Recommendations

Technical Changes

Intentional Hiring and
Retention

Supervision and Coaching
models w/ Equity Lens

Adaptive Changes

Humanizing ALL
Stakeholders

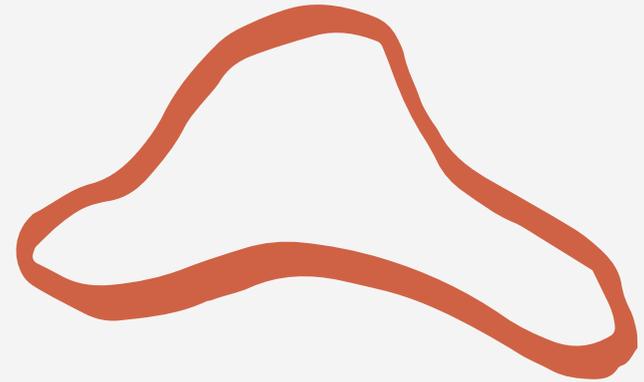
Creating and Sustaining
equitable systems

Something to chew on:

We cannot seek achievement for ourselves and forget about progress and prosperity for our community, our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.

- CÉSAR CHÁVEZ

Thank you



K.LAMB
SEEK EQUITY CONSULTING



This is a presentation of the 27 pages written in the equity audit report. My intention behind requesting to have these presentations was to add my voice, inflections, and an abbreviated option to go along with the full reading of the report.

- These presentations are not meant to become professional development learning opportunities so you might need to prepare for lack of closure on these complex topics.
- These presentations are not meant to be opportunities to counter or support narratives shared by other stakeholders (although you are encouraged to snap in agreement to anything you hear).
- All curiosities, concerns, and clever ideas should be captured and shared with members of your community with the intention to move equity forward.
- Some examples of people to be in contact with might be:
 - Your building MEELs, building administrators, Central Office members, equity book club email thread etc.
- To be clear, I will only be accepting a few clarification questions and giving background for the recommendations provided.