

Career Pathways and Technical Education Advisory Task Force

October 7, 2013

Presentation by Mounds View District
Superintendent Dan Hoverman

Educational Equity in Mounds View by 2015-16

- Programs and services will be in place at all schools to ensure that race, class and disability will not predict students' success in Mounds View Schools
- Student academic performance will not fall into patterns identifiable by factors such as race, ethnicity, English language proficiency, socio-economic status, and disability.
- The District school that a student attends will not be the predictor of his/her school success.

Closing The Gaps

(How will we succeed?)

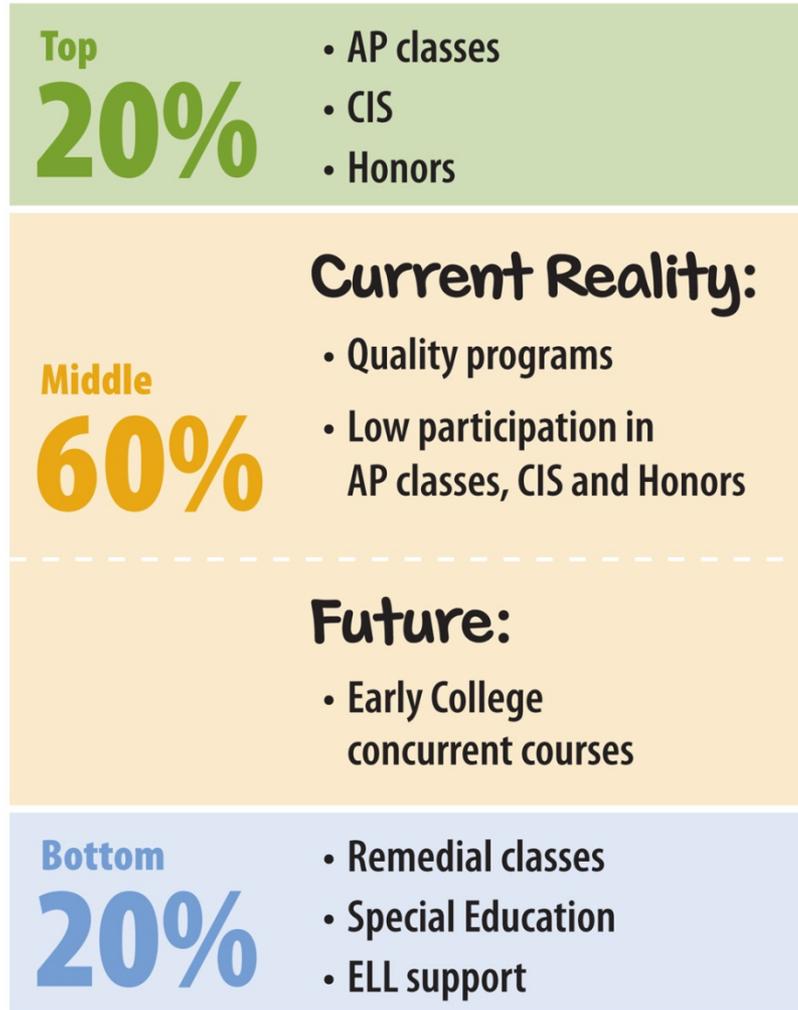
- Opportunity Gap
- Expectations Gap
- Aspirations Gap
- Achievement Gap



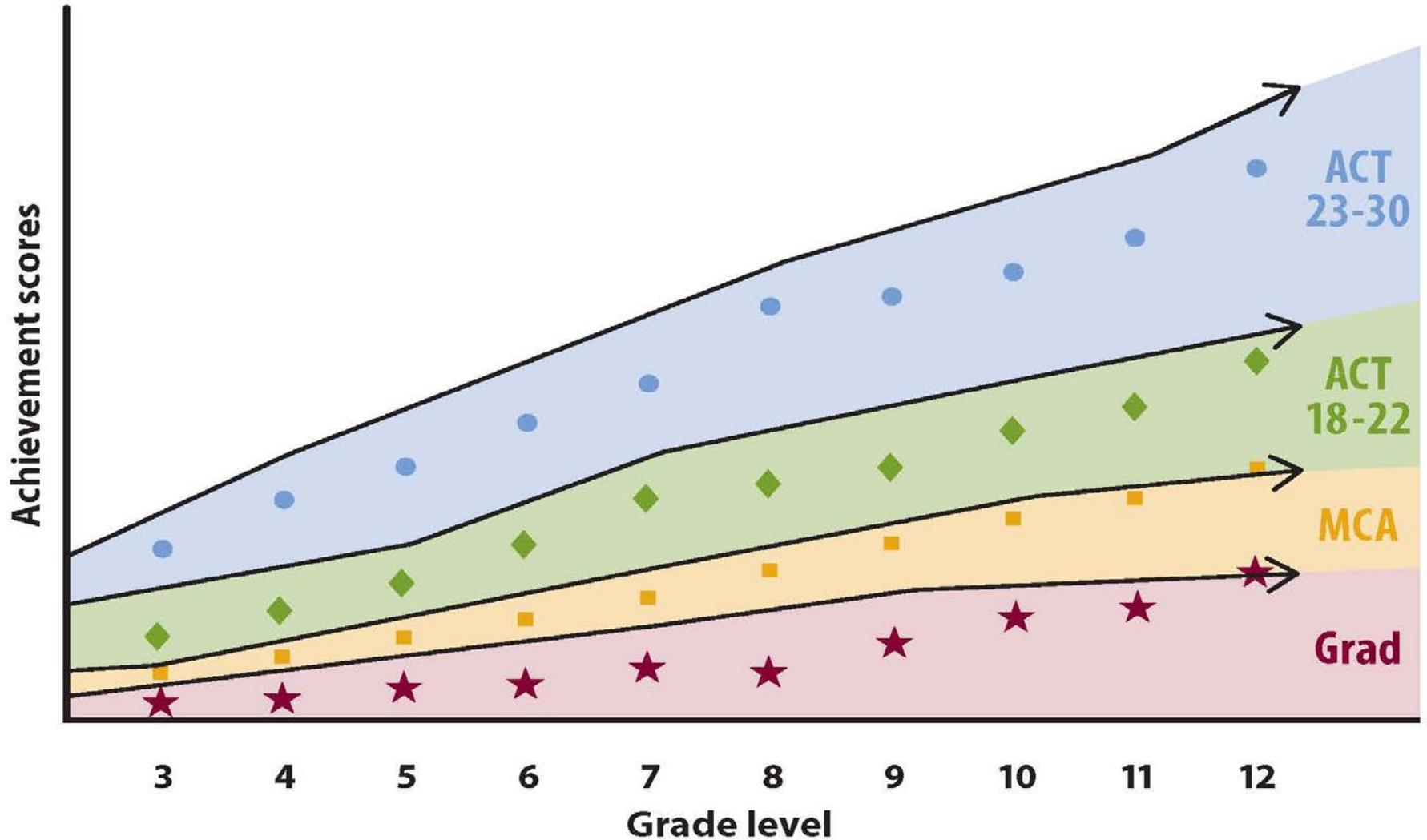
Include and Move the Middle

(What do we do?)

Greatest
emphasis and
resources
go to:



Progression to post-secondary success



Post Secondary Preparedness

- 8th Explore
- 10th Plan
- 11th ACT – All juniors take at our high schools at District expense.

Student Connectedness

(How will we succeed?)

Seven qualities that influence students' positive attachment to school:

- Having a sense of belonging and being part of a school
- Liking school
- Perceiving that teachers are supportive and caring
- Having good friends within school
- Being engaged in their own current and future academic progress
- Believing that discipline is fair and effective
- Participating in extracurricular activities

Alignment Alignment Alignment

(What is most important right now?)

Our collective commitments to meeting the Equity Promise:

- We will be intentional in partnering with the families of our students through clear school-to-home communication so they may be fully involved in the trials and triumphs of their children.
- We will be fully aware of the various gaps (opportunity, aspirations, expectations) that exist in our student population and refuse to let those gaps hinder student growth.
- We will create post-secondary pathways that reflect our student demographics equitably and put the necessary supports/interventions in place to insure success for all students.
- We will guide all students in creating plans in order to ensure that all students set appropriate and challenging learning targets so that they can pursue and complete the post-secondary option of their choice.
- We will use formative, summative, district, state, and national assessments to monitor student progress toward preparation for the post-secondary world and use these data to continually refine and improve instruction.
- We will use only instruction, assessments, and grading practices that promote growth and continual learning.

Principal

3-5 things on top of list for principal:

- Ensure the necessary roadblocks are removed and resources are provided to complete the work identified in the ISIIP.
- Ensure all aspects of Irondale- both staff and programs- are aligned to the School's ISIIP.
- Provide transparent leadership, clear communication, and make the hard decisions and have the tough conversations that cannot be made by staff alone.
- Recognition of excellence within the Irondale School Community.

ISF

3-5 things on top of list for ISF:

- Provide support, resources, and monitoring of PLC' s
- Supporting and facilitating the work identified in the ISIIP
- Provide understanding, support, instruction, clear communication and resources regarding formative and summative assessments.
- Keep principal informed of areas that require greater support and guidance

BILT

3-5 things on top of list for BILT:

- Being a voice of leadership for the staff and contributing to building decisions.
- Leading discussions in departments about the important and hard topics around curriculum and instruction.
- Setting an example of what a Professional Learning Community (both in BILT and in our own department) needs to be, including writing goals and providing support as needed.
- Giving clear, consistent communication to departments that aligns with our narrative and ISIIP.

Teachers

3-5 things on top of list for teachers- Plan, Do Study, Act :

- Articulate collective commitments, or **norms**, with your PLC to clarify expectations of how the PLC will operate and address conflict or problems as they occur.
- Work interdependently with your PLC to achieve a SMART goal aligned with building / district goals.
- Identify specific action steps to achieve the goal and a process for monitoring progress toward the goal.
- Within your PLC, provide ongoing analysis of evidence of student learning and use this data to:
 - Respond to students who are experiencing difficulty,
 - Enrich and extend the learning of students who are proficient
 - Inform and improve the individual and collective practice of members
 - Identify PLC professional development needs
 - Measure progress toward PLC goals

What is a hybrid early college program?



Putting all students on a path to post-secondary success by developing a four-year plan that meets the needs and interests of every student.

How is this different?

Target population

Concurrent Enrollment

Highest achieving students.

Typical ECHS

Underserved students.

Early College

AT IRONDALE HIGH SCHOOL

Minnesota's first comprehensive early college high school program

Highest achieving students and those in the academic middle.

How is this different?

Student selection/enrollment

Concurrent Enrollment

Students who meet MnSCU and/or CIS criteria self select.

Typical ECHS

Students in academic middle apply for programs.

Early College

AT IRONDALE HIGH SCHOOL

Minnesota's first comprehensive early college high school program

Highest-achieving students self select. Students in academic middle are identified and enrolled in foundational courses.

How is this different?

Scaffolded preparation

Concurrent Enrollment

'Habits of mind' and college access skills not covered intentionally. Scaffolded academic prep not always defined.

Typical ECHS

Intentionally addresses college access skills. Scaffolded academic prep is a core principle. Foundational courses offered.

Early College

AT IRONDALE HIGH SCHOOL

Minnesota's first comprehensive early college high school program

Intentional college access skills taught. Foundational courses for scaffolded academic prep provided for identified students starting in middle school.

How is this different?

Program location

Concurrent Enrollment

High school campus with field experience on college campus.

Typical ECHS

College campus or separate site.

Early College

AT IRONDALE HIGH SCHOOL

Minnesota's first comprehensive early college high school program

High school campus with field experience on college campus with strong support structure in place.

Culture check

District Culture

- School Board support
- Administrative commitment to pre K-14 post-secondary success for all students
- Program alignment (elementary-middle school-high schools)

School Culture

- Exemplary principal leadership
- Staff – super majority support
- Staff of predominantly “believers” & “tweeners”
- Community support

Considerations for future action

Under the umbrella of Post-Secondary Education Options, there needs to be clarification regarding the following issues in order to encourage and support the development of agreements between K-12 school districts and 2-year and 4-year colleges:

- Credentialing of staff teaching concurrent enrollment courses
- Residency requirements for students who are aspiring to earn college credit beyond the transfer curriculum.
- Increased flexibility in allowing 10th graders to participate in concurrent enrollment classes.
- Increased flexibility in determining how students in the “academic middle” can be identified and permitted to enroll in concurrent classes.