

# Mounds View Public Schools Ends and Goals Regulation

EG-2102

## Program Equity/Comparability

The following information applies to all three levels of the program. Additional regulations specific to the middle school have also been developed.

### Definition of Program Equity and Comparability:

The instructional program is aligned with the Mounds View Learner Outcomes and the Minnesota Academic Standards. The assessment system includes common assessments to assure that comparable levels of rigor and high expectations are maintained across all schools. The District instructional support staff guides a coordinated approach to curriculum review and refinement to maintain a coherent and unified instructional program. Therefore, while the sites will not be identical in how the program is implemented, all district students will experience instruction through an aligned and coordinated system that prepares them for the next level of education.

### **Learner Outcomes, Common assessment, Alignment—Means to Maintaining Program Equity**

The Mounds View learner outcomes are statements that indicate the specific skills and knowledge that students in the School District are expected to attain in each grade level or in each course as a result of the instructional program. The outcomes are referenced to the Minnesota Academic Standards or national standards and aligned with a comprehensive assessment system which includes assessments at the state, district, site and classroom levels.

### **Implementation of the Learner Outcomes Does not Result in Identical Programs**

While the curriculum at each district site is aligned with the learner outcomes, the schools are not identical in the way they address the learner outcomes. The curriculum maps or plans across the sites at each given level will indicate how each school delivers the required learner outcomes and the common assessments will provide information about how effectively the District-wide requirements are being addressed.

Site and district administrators will be charged with the responsibility of guiding and monitoring district-wide coordination of the review, development, and implementation of curriculum and the instructional program.

### **FIXED by authority of the School Board—Indicates WHAT must be in place to maintain Program Equity**

1. The learner outcomes in each curricular area at each level will be presented for School Board review according to a cyclical schedule provided by the administration.
2. The curriculum at all schools and in all programs will be aligned with District Learner Outcomes referenced to Minnesota Academic Standards or national standards
3. A comprehensive, aligned assessment system that includes the following elements will be implemented
  - o State assessments
  - o NWEA / MAP; assessments associated with ELL and special education
  - o Common end-of-course assessments that are coordinated across sites
  - o Common formative assessments aligned with the end-of-course assessment
4. The staff at each school in each curriculum area will participate in the collaborative review and use of assessment data to focus and increase the effectiveness of instruction.

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## **Program Equity/Comparability (continued)**

4. The curriculum will be reviewed at the District and site levels on an on-going basis to maintain curricular articulation and continuity across grade levels and sites.
5. Access to appropriately challenging instruction will be provided for each student through the implementation of a differentiation-based instructional delivery model.
6. District instructional staff will provide direction and support for district-wide review and coordination of the curricular program.
7. Information about the content and implementation of the District's curriculum will be available to staff, parents and the public at the District website.
8. The staff at each site will provide clear and timely information to anticipate and effectively respond to parents' requests for information regarding the curriculum.
9. Each teacher will provide clear and timely information to parents and student about the student's progress, quality of work, and achievement relative to expectations

### **FLEXED according to the needs at each site—Indicates HOW the program will be implemented to address requirements and to maintain program equity**

There will be variations among the schools in the implementation of the program elements based on the particular needs of the students. These variations develop to strengthen student engagement and opportunity to successfully attain or exceed the expected learner outcomes. The following list includes examples of variations:

1. Specific learner expectations aligned with the District learner outcomes and state standards
2. Classroom level assessments
3. Details of the collaborative protocols within which data is reviewed and used
4. Details of site-based curriculum review based on district framework
5. Structure of the instructional delivery model based on student needs at the site
6. Development and implementation of specific courses or special instructional programs
7. Stand-alone elective courses (those not part of a progressive sequence)
8. Course names
9. Organization of course materials
10. Specific approaches to providing support and challenge to engage students
11. Specific approaches to providing timely, useful feedback to students
12. Specific teaching strategies and learning activities

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Program Equity/Comparability (continued)

13. Use of instructional texts and other materials

## Program Equity Related to Middle School

### Definitions

**Fixed:** Courses or programs that must be made available to all Mounds View Public Schools middle school students.

**Flexed:** Courses or programs that will vary by school site depending upon resources, need and student interest.

**Comparable Program:** Mounds View Public Schools provides a comparable program in core and fixed allied art areas. This means that the standards for these courses are the same from school to school at the middle school level. In addition, common assessments are used to determine whether students have met the standard. The comparable program offered in core and fixed allied art areas are supplemented by flexible allied art programs. These flexible allied art programs will look different a various sites. In fact some flexible allied art programs may not be offered at a particular middle school.

**Core Areas:** Mathematics, Integrated Language Arts (ILA), Science and Social Studies courses which are designed to prepare students for the required core courses at the high school level.

**Fixed Allied Arts:** Art, Physical Education, Health Education, Spanish, Band, Orchestra and Choir

**Flexed Allied Arts:** Technical Education, Business Education, Family and Consumer Science (FACS) and Music Elective

The allied arts combine with core courses to form a varied and comprehensive curriculum for middle school students. Each middle school provides core area courses and the fixed allied arts courses. Each site may select from the flexed allied arts courses to round out their instructional program in a way that best meets the needs of their school community.

### Parameters

1. The middle school program will consist of core curriculum courses, fixed allied courses and selected flexed allied courses.
2. District middle schools will offer comparable learning opportunities, allowing all students to learn the skills and content required by the District learner outcomes and the state academic standards.
3. All courses will address the District Learner Outcomes and include aligned assessments.
4. The middle schools will provide pre-requisite experiences to prepare students for high school courses.
5. The principals must staff the options with appropriately licensed individuals
6. The site must respond to identified, site-based students needs in providing program options.
7. Students must have a variety of allied learning opportunities.

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## **Program Equity/Comparability (continued)**

8. Plans to make major adjustments to the middle school program must be made in consultation with the Director of Curriculum and Instruction and the Superintendent.
9. The Superintendent, director and the middle school principals will present recommended adjustments to these parameters for consideration by the School Board.

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