Date Adopted: 08/10/87	Detroit Lakes Policy - 629
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629 - ASSURANCE OF MASTERY

INTRODUCTION

The Board of Education, administration, and teaching staff are dedicated to the assurance of student mastery in the curricular areas of communications and mathematics. The district supports the need for each student (excluding special education and LEP students already served by special services) to achieve minimal competency in these basic skills prior to high school graduation and provides the opportunity to gain the necessary knowledge, concepts, and appreciation in communication and mathematics.

The purpose of this policy is to assure that each student's progress toward mastery in these curricular areas will be evaluated at least once during grades K-3, once during grades 4-6, once during grades 7-9, and once during grades 10-12. When a student is not making sufficient progress toward mastery in either communications or mathematics, a parent conference will be held to establish an Individual Remediation Plan (IRP) for the student. The student will then be given instruction geared toward remediating the specific deficits outlined in the remediation plan.

CRITERIA FOR IDENTIFICATION

The criteria (as listed below) shall be used by district personnel in identifying those students in grades 3, 5, 7, and 10 who are not making sufficient progress in communication and mathematics skills.

Those students who are new to the district and were not enrolled at the time of previous identification but are judged by their language arts (reading)/mathematics and/or homeroom teacher to be a candidate under Assurance of Mastery for an Individual Remediation Plan (IRP) shall be referred by that teacher to the Child Study Team for evaluation.

A Child Study Team shall be named at each building level and shall consist of three members. One member shall be the building principal or his designee, who shall serve as team chairman. The other two members shall be named by the principal to serve a team of two years. The referral teacher may be requested to serve as a consultant to the Child Study Team.

Those students who are already receiving remedial help in communication skills and/or math or on a Special Education Individual Education Plan (IEP) or those receiving instructional help through Limited English Proficient Education (LEP) shall not be considered eligible for Assurance of Mastery Services.

Communication Skills:

Communication skills as identified in this policy shall refer to the skills as included in the Reading Comprehension sub-test of the district's approved achievement test.

To assist staff in identifying those students in grades 3, 5, 7, and 10 who are not making sufficient progress in communications skills, the following behavioral patterns are established. Those students eligible for remedial opportunities must be identified under two of the four patterns:

Grade 3

- A score at or below the 30th national percentile on the approved standardized achievement test for grade 3. This would include those students who are preforming one-half year below expected grade equivalent scores on our present testing.

- Student falls below 75th percentile of the established criterion score on two of the last three magazine test scores on the pupil's Cumulative Individual Reading Record Folder.

- Student has not completed Level G of the Houghton-Mifflin Reading Program by the beginning of Grade 3. Level G is the first reading text for Grade 2 in our reading program.

- Teacher judgment that the student is in need of the required remedial help.

Grade 5

- A score at or below the 30th national percentile on the approved standardized achievement test for grade 5. This would include those students who are preforming one year below expected grade equivalent scores on our present testing.

- Student falls below the 75th percentile of the established criterion score on two of the last three magazine test scores on the pupil's Cumulative Individual Reading Record Folder.

- Student has not completed Level J of Houghton-Mifflin Reading Program by the beginning of Grade 5. Level J is the second reading text for Grade 3 in our reading program.

- Teacher judgment that the student is in need of the required remedial help.

Grade 7

- A score at or below the 25th percentile on the approved standardized achievement test for Grade 7. This would include those students who are preforming one year below expected grade equivalent scores on our present testing.

- Student falls below the 75th percentile of the established Criterion Score on two of the last three magazine test scores on the pupil's Cumulative Individual Reading Record Folder.

- Student has not completed Level L of the Houghton-Mifflin Reading Program by the beginning of Grade 7. Level L is the fifth grade reading text in our reading program.

- Teacher judgment that the student is in need of the required remedial help.

Grade 10

- A score at or below the 15th cumulative percentage on the Minnesota Secondary Reading Inventory.

- Student is not reading at beginning 8th grade level on a standardized reading achievement test.

- Student has not completed Level M of the Houghton-Mifflin Reading Program by the end of Grade 9. Level M is the sixth grade reading text in our reading program.

- Teacher judgment that the student is in need of the required remedial help.

Mathematic Skills

Mathematic skills as identified in the Assurance Mastery Policy shall refer to the skills as included in the total mathematics score on the appropriate achievement testing program.

To assist staff in identifying those students in grades 3, 5, 7, and 10 who are not making sufficient progress in mathematics skills the following behavioral patterns are established. In addition to teacher judgment of need, the student must be identified under one of the two patterns.

Grade 3

- A score at or below the 20th national percentile on the approved standardized achievement test for grade 3. This would include those students who are performing one-half year below the expected grade equivalency.

- A score at or below 60 percent correct on the Scott Foresman end-of-year book test for grade 2.

Grade 5

- A score at or below the 30th percentile on the approved standardized achievement test for grade 5. This would include those students who are performing one year below the expected grade equivalency.

- A score at or below 60 percent correct on the Scott Foresman end-of-year book test for grade 4.

Grade 7

- A score at or below the 25th national percentile on the approved standardized achievement test for grade 7.

- A score at or below 60 percent correct on the Scott Foresman end-of-year book test for grade 6.

Grade 10

- Student is not performing at 8th grade level on an approved standardized achievement test.

- A score at or below 60 percent on a district made mathematics competency test as given at the end of grade 9.

REMEDIATION PROCEDURE

Individual Remediation Plan

Each student identified through the established criteria shall have an Individualized Remediation Plan (IRP) which will clarify the areas of weakness/need and describe the steps/activities planned to remediate these needs.

A copy of the IRP is included at the end of this policy.

The goal for our district is to have all students unless, they are receiving remedial help through a Special Education Individual Education Plan (IEP) or have been identified and are receiving help through Limited English Proficient Education Programming (LEP), achieve a beginning eighth grade achievement level.

Remediation Opportunities

General remediation instruction will be provided by the child's communications/mathematics teacher with opportunity to select additional support such as:

- Chapter I tutorial support service for those students also identified as eligible Chapter I students
- Chapter IV tutorial support service for those students identified as eligible American Indian students
- Enrollment in a basic skills class
- Homogeneous grouping
- Peer tutoring
- Summer School Basic Skills Classes
- Individual technology program (computer) developed for basic skills programs

Check Point Review

The Individualized Remediation Plan (IRP) for all identified Assurance of Mastery students shall be reviewed annually by the building Child Study Team.

Students placed on an IRP will remain on the suggested remediation group (with adjustments as necessary) until such time as they attain the previously stated Assurance of Mastery standards for grade level scores or the appropriate standardized achievement tests and/or basic textbook tests.

Once a student has mastered the beginning grade 8 proficiency level in reading comprehension/total mathematics, it is no longer necessary to test this student again for the purposes of the Assurance of Master Policy.

The students designated communications/mathematics teacher will be responsible for maintaining and implementing the IRP each year. They will also be responsible for conferencing with the student's parent/guardian each year that the student is on the remediation plan.

Reporting

Each year an outline of the district's Assurance of Mastery process will be prepared for publication in the district's newsletter to all citizens of the district (PER Report). The outline is the responsibility of the Curriculum Director and/or PER Coordinator. Emphasis will be placed on the district's desire to identify and remediate those students who are not making sufficient progress in mathematics and/or communications.

ASSURANCE OF MASTERY
INDIVIDUALIZED REMEDIATION PLAN

_____

Student's Name Age School Grade Homeroom Teacher/AOM Advisor

_____

Student's Address Phone Number

_____

Parent/Guardian Date

Information need be required only in the curricular area of remediation:

TEST DATA/PRESENT LEVEL OF PERFORMANCE

Reading	Mathematics
Achievement Test:_____	Achievement Test:_____
Date Given:_____	Date Given:_____
Percentile _____ GE_____ GE_____	Percentile _____
Comparison with present GE_____	Comparison with present GE_____
Houghton-Mifflin Reading Level_____	End-of-Book Test - % correct_____
HM Criterion Score_____	Secondary
Test_____	
MSRI Score_____	
HM Criterion Score_____	

TEACHER JUDGMENT OF STUDENT PERFORMANCE (Narrative)

REMEDIATION PLAN

_____ Reading/Math Instruction at Grade Level
_____ Additional Support Service - Chapter I
_____ Additional Support Service - Chapter IV Indian Education Program
_____ Remedial Summer School Classes
_____ Individualized Computer Instruction
_____ Self-Paced Math Program
_____ Secondary Basic Skills Program
_____ Peer Tutoring
_____ Home/School Study with Parent
_____ Homogeneous Grouping
_____ Other (please list)

REMEDIATION PROVIDER

_____ Regular Classroom Teacher
_____ Chapter I Tutor
_____ Chapter IV Tutor
_____ Peer Tutor
_____ Parent
_____ Summer School Instructor
_____ School Volunteer
_____ Other (please list)

PARENT/GUARDIAN AWARENESS OF SPECIAL BASIC SKILLS PLAN

I/we have been conferred with concerning the Special INDIVIDUALIZED REMEDIATION PLAN as set forth by the district:

_____

Parent/Guardian Signature Date

Date of Exit_____

Child is to Continue Service_____

Reviewed by Child Study Team:_____
Chairman Signature Date