

MINIMUM PROFICIENCY STANDARDS AND PROCEDURES

As a requirement for graduation, all students must meet standards of proficiency by passing proficiency examinations. [EC §51216] The Board shall adopt proficiency standards for reading comprehension, mathematics computation, writing, and in other areas the Board may deem appropriate. These standards shall include skills necessary for success in school and life experiences. [EC §51215(c) and §51216]

Separate standards of proficiency shall be established for reading comprehension, writing, math computational skills and any other skill areas which a school district governing board designates. A separate assessment shall be made of the pupil's proficiency in each skill area, and a separate score shall be given for the pupil's proficiency in each skill area. (Added by Stats. 1979, Ch. 496) [EC §51218] Proficiency standards shall be designed to correspond to the goals of the course of study required for graduation. For reading comprehension and math computations, proficiency standards shall be equivalent to at least that of a person who has completed one (1) year of high school or a 9.8 grade equivalent.

Proficiency standards shall be developed under the direction of the Superintendent in consultation with Board members, administrators, teachers, parents and students. [EC §51215]

Students shall be assessed periodically to measure mastery of proficiencies in accordance with the law, and shall be provided with additional opportunities and additional instruction, when necessary, to meet the standards established by the district. [EC §51216]

The Superintendent shall ensure that parents are properly notified of the district's proficiency requirements for graduation and will establish procedures for parent involvement and consultation in instances where a student has not met the district's proficiency standards.

Instruction in basic skills shall be provided for any student who does not show progress toward meeting proficiency standards, and shall continue until the student has been given numerous opportunities to demonstrate proficiency. Such instruction may be provided in summer school.

Transfer Students

The Governing Board shall honor proficiency standards met by transfer students from other districts. Students who transfer to a school in the OUHSD shall be granted credit for any and all minimum proficiency tests taken and passed in their previous district. Failure to meet these standards will result in not receiving a diploma. Transfer students will be permitted to take the tests as often as others in their grade level and will receive the same remediation.

Adult Education

Candidates for diplomas from Oxnard Adult School will be required to meet the district proficiency standards as stated in this policy.

Special Education

Education Code §51215 allows differential standards to be adopted for students for whom individualized education programs have been developed. This code also requires that the determination and development of differential proficiency standards be included in the IEP process. Differential standards are to be applied when an IEP team determines that the student's disabilities preclude the student's attainment of the district's adopted proficiency standards.

The goal of the Oxnard Union High School District is to ensure that all students, whenever possible, meet the regular requirements for high school graduation. Alternative standards for proficiency are to be used only when the IEP team determines that the student cannot meet the regular standards because of the student's handicapping condition, and that differential standards are warranted.

Special education students discharged from the program, but who remain in the district, will be subject to the policies of proficiency testing as would any other general education student, unless the student has passed the proficiency requirements through alternative modes or differential standards prior to exiting the special education program.

Legal Reference:

EDUCATION CODE §37252, §51215, §51215(c), §51216, §51217, §51218

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MINIMUM PROFICIENCY STANDARDS AND PROCEDURES

I. CRITERIA AND DEMONSTRATION OF MINIMUM PROFICIENCIES

Student may demonstrate proficiency by any of the following means:

A. Reading Comprehension:

1. Receiving an overall score at or above the 9.8 grade equivalent on the Stanford Achievement Test, Ninth Edition. (Stanford 9) Reading Comprehension test. The Stanford 9 test will be given to students once each year in the spring at grade levels 9 through 11, as mandated by law.

Or

2. Scoring at or above the 9.8 grade equivalent on the Terra Nova Reading Comprehension test which will be given to students annually in the fall or winter.

Or

3. An incoming grade 9 student may meet the reading comprehension proficiency standard by virtue of the student's grade 8 standardized test results at or above a 9.8 grade equivalent.

B. Mathematics Computations:

1. Receiving an overall score at or above the 9.8 grade equivalent on the Stanford Achievement Test, Ninth Edition, (Stanford 9) Mathematics test. The Stanford 9 test will be given to students once each year in the spring at grade levels 9 through 11, as mandated by law.

Or

2. Scoring at or above the 9.8 grade level on the Terra Nova Mathematics Computations test, which will be given to students annually in the fall or winter.

Or

3. An incoming grade 9 student may meet the math computations proficiency standard by virtue of the student's grade 8 standardized test results at or above a 9.8 grade equivalent.

C. Writing:

Receiving a passing score on the district-developed writing exam. This assessment of the student's essay response to a writing prompt will be evaluated holistically against an adopted rubric. Certificated district personnel will score this exam.

D. Conditions of Terra Nova Assessment:

1. When students are given the Terra Nova assessment, this shall be an untimed test in reading comprehension and math computations.
2. Grade 12 students who have not passed minimum proficiency tests will have the opportunity to retake these assessments a reasonable number of times during grade 12.
3. The Terra Nova assessments are to be administered during school hours.
4. The Terra Nova Reading Comprehension and Math Computations test will remain District secured tests.

II. REMEDATION AND TUTORIAL ASSISTANCE

- A. All OUHSD courses are to include the teaching and reinforcing of minimum proficiency skills as course objectives. It is the responsibility of each teacher to assist students in acquiring the specific skills necessary to meet minimum proficiency standards.
- B. All students in need of remediation must attend the tutorial assistance provided by the district.
- C. Any student who has not met the minimum proficiency standards in writing, reading comprehension and/or mathematics computations shall continue to be enrolled in English and/or mathematics coursework until the minimum proficiency standard is met.

III. PARENT INVOLVEMENT

- A. All students and parents shall be notified of the student's minimum proficiency test results and/or failure to take any or all of the tests. A conference is then to be offered to parents for the purpose of identifying the student's needs, recommending appropriate instruction, and providing graduation status information to both the student and parent.

- B. If parents are unable to attend the conference, they shall be notified by telephone or mail of the contents of the conference, with recommendations for remediation.

IV. SPECIAL EDUCATION

A. Legal Requirements

Education Code §51215 specifically addresses the unique needs of Special Education students by allowing differential proficiency standards. This statute allows differential standards to be adopted for students for whom individualized education programs have been developed. It also requires that the determination and development of differential proficiency standards shall be included in the IEP process. Differential standards are to be applied when an IEP team determines that the student's disabilities preclude attainment of the district's adopted standards.

B. Eligibility Criteria

1. The district policy, in compliance with Education Code §51215, may consider differential proficiency standards for a student who possesses a current Individualized Education Plan. This includes students in the following service classifications:
 - a. communicatively handicapped
 - b. learning handicapped
 - c. physically handicapped
 - d. severely handicapped
2. Although all Special Education students are eligible for differential standards, the goal of the OUHSD is to ensure that these students, whenever possible, meet the regular requirements for high school graduation. Differential standards are to be used only when the IEP team determines that the student cannot meet the regular standards due to the student's handicapping condition.
3. Special Education students discharged from the program, but who remain in this school district, will have an Exit Plan developed by the IEP team detailing the status of the minimum proficiency testing and any alternative mode or differential standard required.

C. IEP Process

1. Education Code requires that both the parent and student be notified of the student's status and an individual conference be held. The IEP meeting may substitute for or incorporate this conference as part of its activities. Further, the status of the student in meeting the minimum proficiency graduation requirement must be stated in the IEP.
2. If an alternate mode of assessment or differential standard is determined by the IEP team, these modifications must be noted for each minimum proficiency competency and must be consistent with the student's skill levels, goals, and short-term objectives. This aspect of the IEP process shall be carried out in accordance with district guidelines for the IEP team.

D. Procedures for Implementing the Policy

In accordance with state law and district policy, all Special Education students will be assessed as follows:

1. Minimum Proficiency testing for Special Education students will occur within the annual schedule and timeline for assessing regular education students.
2. Special Education students enrolled in regular classes should take the test in that setting. Special Education students in special classes may be tested by the Special Education teacher.
3. All incoming ninth grade students and all incoming transfers who have not passed the sending district's proficiency tests will take the regular OUHSD Minimum Proficiency tests with accommodations as determined by the IEP team.
4. Special Education students who have previously taken the district's Minimum Proficiency tests and have failed will retake the tests again during the semi-annual testing sessions.
5. All Special Education teachers will teach and reinforce those skills required for the Minimum Proficiency tests.
6. Those students identified by the IEP team as unable to pass the regular Minimum Proficiency tests, even with remediation, must have individualized differential standards written in their IEP by the first semester of the junior year (eleventh grade).

7. Special Education seniors will have had Minimum Proficiency tests and/or differential standards completed by the end of the first semester of the twelfth grade, well in advance of their graduation date.
8. When a student is exited from Special Education, differential standards may be developed as an "exit plan" and maintained throughout the student's school experience.

E. Determining the Appropriate Conditions and Procedures for Each Student

The principles which should underlie all IEP decisions are also applicable to the minimum proficiency assessment decision-making process. The following is to be considered by the IEP team when determining whether or not a Special Education student requires accommodations or differential standards.

1. This process should begin with complete assessment information. It is essential to identify the strengths and weaknesses of the student, both in terms of specific skills and processing functions, i.e., visual, auditory, motoric and tactile.
2. Second, the conditions, format, and content of the district-adopted test must be examined to determine what is required of the student. (Note: This is not applicable to the Stanford 9 exam.)
3. Finally, the student's skill levels and processing strengths/weaknesses should be compared to the requirements of the district test to determine if and what modifications in procedures or content are necessary.
4. To facilitate this process, the district test shall be used as a diagnostic tool. Unless there are obvious contradictions, the regular adopted test should be administered to each student. It is then possible to observe and measure the student's performance on that instrument, and the results then serve as a baseline for making subsequent modifications of conditions, format, or content.

F. District Test with Accommodations

1. An "accommodation" is a modification of the conditions or format of the district assessment, designed to make the assessment more suitable for Special Education students. (Note: an accommodation is not a lower standard). Any accommodation must be specifically noted on the student's IEP.

2. The following accommodations may be used when the district Minimum Proficiency test is administered to a Special Education student.

- a. General

1. Administer the test individually or in a small group.
2. Read directions aloud to students.
3. Utilize “total communication” in providing instructions. (HI students)
4. Provide extra examples when giving instructions.
5. Repeat and rephrase directions until understood.
6. Provide individual instructions and examples upon request.
7. Allow students to read aloud.
8. Allow additional time.
9. Increase number of test sessions and shorten the duration of each session.

- b. Modifications of the Written Format:

1. Reduce the number of items per page.
2. Allow for more space on a page between columns and problems.
3. Provide larger print test or use magnification equipment.
4. Allow students to mark answers in test booklet rather than on an answer sheet.
5. Place math problems on graph paper.

- c. Changes in Sensory Modality (for physically-impaired students):

1. Utilize a Braille version of the test.
2. Utilize sign language for instructions, problems, or responses.
3. Provide a word processor without spell check.
4. Write or mark answers for the student as dictated by the student.

- d. Calculators and/or spellcheck devices shall not be used as accommodations.