Early College High School Mastery and Mandatory Intervention for Mastery

ECHS is a proponent of the DuFour philosophy in which it is about the mastering of the standards to maximize future success and learning. For example, learning today is built upon previous learning and if we are only at 60/70/80% mastery of learning, the scholar still has gaps in the learning that will impact future learning. Thus, we talk about achieving mastery of the learning.

* Mastery is defined as a minimum score of 75% for all ECHS scholars. Scholars who do not achieve mastery will be expected to attend mandatory intervention for mastery to practice concepts until maximum progress is demonstrated and an assessment can be attempted to show mastery.
* Mastery does not imply a score but a level of understanding - by standard, target - because it comes before an assessment. An assessment should be a ‘wellness check’ not an ‘autopsy.’

 Scholars will be allowed ten school days to achieve mastery once the grade is posted. Scholars will not be excused from subsequent concepts or assignments taught during the time period in which they are attempting to master a concept previously taught.

* Scholars lacking mastery will be required to attend the interventions.
* The original grade will be posted; however, it may be updated to reflect the scholar’s new level of understanding. Mastery is open for all scholars whether they have received a 75 or a 90. Prior to mastery, the scholar must attend a mandatory intervention for mastery. There are no redos. Scholars will be assessed on the standard that they are having difficulty with vs. redoing a whole assignment. The higher of the two grades will stand. The grades are not averaged.
* Students will not be excused from subsequent concepts or assignments taught during the time period in which they are attempting to master a concept previously taught.