

DIAGNOSTIC AND INTERVENTION POLICY FOR GRADES K-12

Fairfield City Schools' educational program has been designed to provide meaningful and engaging instruction based on Best Practices and developmentally appropriate learning for students. It is the goal of this District to prevent student failure by using sound instructional strategies and the feedback of student data to help students move successfully from one skill level to the next. In cases where students have not been successful in mastering instructional goals, the following plan will be followed to attain the desired results.

Diagnostic Assessments

The Fairfield City Schools, in accordance with Section 3313.6012 of the Ohio Revised Code, will use the diagnostic assessments provided by the Ohio Department of Education. Diagnostic assessments, provided by the O.D.E., include the Kindergarten Readiness Assessment of Literacy (KRA-L), the Screener (Gr K-3) and the reading, math and/or writing diagnostics (Gr 1-3). Diagnostics will be given at least once a year for every student, at a time determined by the school district. The Screener, as required by Senate Bill 1, will be administered to an inter-district transfer student within 30 days of the transfer to help the new teacher determine the student's academic strengths and weaknesses. The Kindergarten Readiness Assessment must be administered to all kindergarten students within the first six weeks of school to determine school readiness. The teachers will score all diagnostics. Only the results of the Kindergarten Readiness Assessment will be reported to the state, unless parents request the results not be reported. Parents will be notified regarding the administration of the diagnostics, student results, and the intervention plan for students who do not demonstrate proficiency.

Plan for Intervention Services

Intervention services will be offered to students who score below "proficient" or "not on track" on the following tests:

1. the state diagnostic test
2. the third, fourth, fifth, sixth, seventh, or eighth-grade Ohio Achievement Test.
3. the Ohio Graduation Test

Third grade students who score limited on the third grade reading achievement test are provided one of three options:

1. promotion to the fourth grade if the principal and reading teacher agree that evaluations of the student's skill in reading demonstrate that the student is academically prepared for the fourth grade;
2. promotion to the fourth grade and provide "intensive intervention" services; or,
3. retention in the third grade.

The district will provide summer intervention for third grade students who do not score proficient or above on the Ohio Reading Achievement Test that follows these four criteria:

1. The remediation methods are based on reliable educational research.
2. Teachers will conduct testing before and after students participate in the program to facilitate monitoring results of the remediation services.
3. The parents of participating students are involved in programming decisions.
4. The services are conducted in the school building.

The Ohio Graduation Test will be offered during the summer to students who have failed one or more sections of the Ohio Graduation Tests. Students must meet the state requirements for intervention prior to participating in the summer administration of the Ohio Graduation Test.

Intervention services are offered to students who are not making satisfactory progress toward the attainment of the statewide academic standards for their grade level. Each building will develop a plan for classroom-based intervention services to meet the instructional needs of individual students as determined through the use of the diagnostic assessments. The foundation for those plans will be the Effective Schools model of “Plan-Do-Check-Act”, with planning, instruction, assessment, and intervention tightly aligned with the state standards. Senate Bill 1 mandates that reading intervention must include phonics. Fairfield City Schools will use a balanced phonics’ approach, beginning with phonemic awareness at the Kindergarten level to address weaknesses in reading.

Teachers will use diagnostic assessments to guide classroom instruction to meet the needs of all children. Students who do not demonstrate proficiency will receive intervention in the classroom, as well as, additional instruction beyond the school day and/or school year, depending upon the building’s intervention plan. The District involves the student’s parent(s) and classroom teachers in developing the intervention strategy and offers to the parent(s) the opportunity to be involved in the intervention.

Procedures for the Regular Collection of Student Performance Data

In addition to the state diagnostic assessments, teachers will regularly collect student performance data by using teacher chosen or teacher created assessments in the classroom and using common assessments aligned with their Instructional Calendars. (Common assessments may either be developed or chosen by a department or grade level to assess instructional goals.) This regularly collected data will provide the teacher and students information to guide instruction and intervention to ensure student success

Procedures for Using Student Performance Data

Student performance data from proficiency, achievement or diagnostic assessments will be used to evaluate the effectiveness of intervention services. If the data does not reflect a positive effect of an intervention service, the intervention will be modified as necessary.

Student performance data will be used for flexible grouping or skill grouping as needed, not to be used in any way to track students permanently in a given grade. Results of the state diagnostic and achievement assessments will be filed in the (teal) Intervention Folders which will be transferred from grade-to-grade as part of each student's permanent record. The Superintendent, or designee, is directed to evaluate the remedial education programs and report to the Board each school year as to the effectiveness of such programs in maintaining minimum levels of student proficiency.

Intervention information will be reviewed by the teachers at the beginning of each year/semester to maximize effective instructional strategies for each student.

(Adoption date: October 18, 2007)

LEGAL REFS: ORC 3313.6012

Senate Bill 1

CROSS REF: IKE, Promotion and Retention of Students