



SCHOOL WIDE STATE TESTING INTERVENTION PLAN

End of Course Exams (EOC) and Renaissance STAR Testing (RST) results in Reading/ELA and Math) data can help school teams create and evaluate intervention strategies to help students achieve proficiency in all subjects. This document will help you by defining intervention, describing strategies for helping students who need to retake both test, and assessing current intervention strategies.

For example, by viewing students who scored below proficient in a subject, Intervention Teachers will use the intervention logs to best provide services and keep track of intervention services.

Intervention Strategies for Teachers

When reflecting on the performance of students who have taken, state assessments multiple times, teachers and school leaders need to analyze not only the state test data but all existing student performance data, including class work, homework, classroom assessments, and portfolio or project work. For a detailed list of the different sources of data you may use to get a holistic picture of a student's academic performance.

In order for intervention strategies to help students succeed when they retake state test and/or IXL, both the instructional materials and the instructional approach should be based on scaffolding, where the instructor gradually decreases the level of support until the student is able to work on his or her own.

Intervention instruction should begin with materials that are easy for students to understand and then systematically increase in difficulty as students' progress to grade-level proficiency. Intervention strategies should follow a similar path and

- provide students with explicit strategies for comprehending the material they are working on, such as modeling, thinking aloud, and using graphic organizers and concrete materials;
- encourage students to gradually internalize these strategies so that they can process the information without explicitly using the strategies.

Providing focused intervention to build skills and confidence in weak areas.

Students participating in state assessments need support so that they will build confidence and score at Proficient or higher. School leaders, teachers and engagement coaches can then view individual student data online. Discussing individual data with students in a confidential setting can help motivate students who participate in state assessments.

Intervention can be accomplished in a variety of ways. An intervention program may include the following:

- Intervention courses during the school day
- Intervention courses after school
- After-school tutoring by content teachers
- Peer tutors
- Community mentors

Students Retaking Test Multiple Times:

When analyzing the data of a student who has repeatedly struggled with the test, the school will look for patterns of performance between the different administrations of the test.

- Is the student having difficulty with the same content standards in each administration, or does the student's performance on the content standards vary from test to test?
- If the student is struggling with the same content standards, what types of questions is the student missing? Are there particular skills that the student needs to improve? What strategies can you use to target these skills?
- If the student's performance on the content standards varies, what other factors, such as test anxiety or particular learning disabilities, could be causing the student to repeatedly struggle on the test? What resources are available to you to explore this further and pinpoint how you can best help the student improve?

Helping Students Reduce Their Test Anxiety. Test anxiety can reduce the efficacy of tests in measuring what students actually know. The research on reducing test anxiety indicates that pursuing psychological or social interventions to make students feel better about them is not the best approach. Rather, students need help developing the knowledge and skills that they will need to feel confident about a test (Ergene).

State Tests, STAR Testing and IXL data provide you with specific academic content standards, allowing teachers to see where their students need help, as well as individual student data that shows each student's performance at the subject level.

In addition, you can also help motivate students by giving them positive reinforcement. For example, you can chart each student's progress and explicitly point out the areas in which the student is progressing and celebrate his or her achievements, even if the student is progressing by only a small amount. This attention to student successes, rather than failures, will motivate them to keep trying.

As their teacher, you are also the coach and cheerleader for these struggling students. Let the students know that you believe in their ability to succeed on the EOC and that you will not give up on them

EOC Results Analysis & Intervention Implementation

- 1) The School Director, and Dean of Academics will review scores;
 - On the day they become available (morning)
- 2) Administration will share the scores with the teachers;
 - In the afternoon of release day
 - Staff will receive results via e-mail and at the meeting
 - Staff will discuss student scores if applicable
 - Content Teacher will begin to create Intervention Plans for each student. These will be due within two (2) weeks of score release
 - Teachers will use the Intervention Log when strands become available
- 3) Releasing Scores;
 - The following day, the Engagement and Dean of Academics will hold individual conferences with all students who participated in the EOC
 - Engagement and Dean will share how this impacts their graduation plan (pass or fail)
 - Engagement and Dean will discuss how the passing or failing will impact schedule (being placed in or out of EOC intervention courses)
 - If student is not at school, all efforts (phone calls, home visit, retention team) will be in place to get the student into school to share the results
- 4) If student does not pass the EOC;
 - An intervention plan will be created for that student immediately
 - A description of all interventions that are available will be discussed with the student
 - Each student will be asked to select at least two interventions per failed test area from the list.
 - All parties (engagement coaches and students) will agree to it and sign off
 - A copy will be given to the student as well as the content area teacher
 - Plan will be kept in their student portfolio
 - Instructional approach should be based on scaffolding
 - Student must complete 10 hours of intervention

School –Wide Intervention Supports

EOC Mentoring (Engagement Coaches)

Engagement Coaches will meet with students to review plan. Together they will work out a plan on how the student can best prepare for the test:

Monitoring:

- Each engagement coaches will meet with their students weekly to review class assignments. Class attendance, and/ or formative assessments to determine EOC prep outcomes/ attendance. **(Documented in case notes)**
- Each engagement coaches will monitor students' participation in their specific intervention support plan as described below **(Documented in case notes)**
- For all students not completing intervention support requirements, a parent/ guardian/ student meeting will be held to identify barriers and discuss relevance of the intervention support. **(Documented using meeting notes form)**
- Each engagement coach will review barriers and provide assistance based upon needs. **(Documented in case notes)**

EOC Prep class (Teachers)

In this course, students will be taught test-taking strategies and will have the opportunity to work with subject area teachers for support. These prep courses will be embedded in classes.

- **Monitoring:**
 - Upon entering any prep classes for the first time, each student will be provided a Study Island diagnostic test in specific content area.
 - Teachers will review diagnostics and provide feedback of needs.
 - Teachers will keep daily attendance and report to engagement coaches weekly.
 - Each student will be provided a folder that will have progress monitoring sheets tracking assessment results and identifying needs.
 - Weekly (informal) formative assessments provided through observations, class assignments, class interactions, etc...
 - Bi-weekly (formal) formative assessments will be given to measure growth.
 - Monthly practice **EOC** will be given to measure overall growth for the month.
 - Based upon results, the teacher will identify Students prep need and proceed with intervention as noted above.

EOC Bootcamp and Saturday School

Students will be able to receive one on one tutoring after school and on Saturdays.

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Classroom practice and instruction

Classes will incorporate **EOC** practice into their classes beginning Jan 3rd. In using the Study Island program, the student will be provided the opportunity to continue classroom practice at home.

- **Monitoring:**
 - Upon entering any prep classes for the first time, each student will be provided a Study Island diagnostic test in specific area.
 - Weekly reports will be generated to measure students' progress and participation.
 - Bi-weekly formative assessments will be given to measure growth.
 - Monthly practice **EOC** will be given to measure overall growth for the month.

ODE websites

This is the State of Ohio's website dedicated to the **EOC**. From this landing page you can select the "Student Site" to access practice tests and other resources. **EOC** web address:

<http://EOC.success-ode-state-oh-us.info/>

Guidance for which tests to take and Target Scores - See this link for more details:

<http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/18-Points-on-State-Tests>

EOC Preparation by Subject

1. Math

- a. Identify students eligible to participate in the EOC
- b. Keep an updated summary of attendance and progress for each student
- c. Collect data on past attempts, if applicable, or other relevant assessment data
- d. Conference with each candidate to develop their passing plan that includes deliverables and times and an emphasis not only on math skills, but reading and writing as well
- e. Review passing plan progress bi-weekly with each candidate and document attendance and submission deliverables (check list /sign off sheet)
- f. Direct students to be ready for EOC level tests by week of February
- g. Provide EOC Success Prep instruction (test taking skills, etc...)
- h. Provide actual practice assessments for formative analysis
- i. Conduct weekly math, reading, and writing activities with rubrics to strengthen extended response answers

2. Reading

- a. Review the list of students eligible to participate in the EOC
- b. Review strand data from previous participants
- c. Give diagnostic
- d. Provide immediate feedback to the student
- e. Focus on areas of weakness
- f. Incorporate various types of readings in class; informational, poetry, newspaper articles, essays and short stories to prepare the students for text they may see
- g. Apply reading comprehension strategies to understand grade appropriate text
- h. Have full and half - length practice EOC available
- i. Writing across the curriculum
- j. Ensure that all standards in regards to acquisition of vocabulary, concepts of print, comprehension strategies, and self -monitoring strategies, informational, technical, and persuasive text, and literary texts are being covered.
- k. Ensure weekly conferencing with each student on progress and continued weak areas

RTI:

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- The proposed community school's process for identifying students with disabilities (child find); The school's policy for identifying students with disabilities is embedded in school referral systems, RTI, and implementation of the Child Find process. The Child Find process is detailed in board policy. It is an external system to ensure all children with disabilities are located and identified. The school's methods and strategies for identifying and serving students with disabilities are in keeping with current Ohio model policies and procedures, Ohio operating standards, and state and federal laws for the provision of services to students with disabilities. As part of the application/enrollment process, there are questions relating to IEPs and if the student is struggling in any areas. As part of the orientation process, students will be assessed. This will also help identify students that are struggling and may need to start with some intervention help. When a student enrolls, we request records that include any ETR and IEPs. Our district website and other social media outlets, bulletin boards will have a notice posted regarding special education and contact information. Child Find information will be managed by The School Director and Intervention Team. Child Find information is posted on the school's website, posted in the school, and sent home through direct mail two times a year. Once a child has been identified as having a suspected disability, the intervention specialist will call the parents to discuss the next steps in the evaluation and identification process. The process is provided at no cost to the family.
- The school's Response to Intervention (RTI) process for identifying and providing services for students with disabilities and other students including the identification of students with specific learning disabilities, and early intervening strategies; The school's policy for identifying students with disabilities includes in school referral systems, RTI, and implementation of Child Find. Teachers and any other staff may refer students for intervention or for a suspected disability. Referrals are addressed within 10 days. Information gathering begins by collecting student work, referral source documentation, and parents/students are asked to provide information that may be important in developing an intervention plan. Any school records such as transcripts, state testing results, and information from previous schools are reviewed. The team (parent, student, teachers, staff) then will father for a Response to Intervention meeting. Staff will use a universal screener and classroom diagnostics to identify students who are not mastering standards. The RTI team meets to discuss and assign Tier 1 interventions to be implemented in the classroom. The team meets bi-weekly. The Title 1 Coordinator and all appropriate teachers/staff participate. Results are tracked. After four weeks the team determines if the student needs to move to Tier 2 or if they are making adequate progress. If no progression is made, a referral is made to Tier 2. Tier 2 interventions often consist of Title 1 services combined with classroom

interventions. If the Tier 2 interventions are deemed unsuccessful after 4 weeks, the student is referred for a Multi-Factored Evaluation for a suspected disability. A qualified ETR team is convened, and informed consent is obtained for evaluation. Response to Intervention shall not postpone the request for an evaluation made by a parent, guardian, student or another stakeholder. If a request is received, the ETR team shall consider the formal request and shall determine if an ETR is needed.

- The process for coordination between general education teachers and special education teachers and/or service providers; The process for coordination between general education teachers and special education teachers and/or service providers is to collaborate to develop the IEP, implement the IEP, and Progress Monitor goals and benchmarks in accordance with the IEP and determine if the students are meeting goals. The intervention team meets weekly. The intervention team meets bi-weekly with the general education classroom teachers to determine if students are meeting goals and to adjust instruction where needed.
- The kinds and types of services and related services that will be provided by the school district of the student's residency or through a third party contract; Will devote federal IDEA funds, as well as other resources needed, to provide special education and related services to eligible children with disabilities, as specified on students IEP. This includes district services to children. Services may be provided directly by the District or by a contract with a third party. The school contracts with outside providers to provide related service providers, including psychologists, speech-language pathologists, occupational therapists, and physical therapists. Other providers are considered when needed to fulfill a child's IEP. The school provides its own intervention specialist(s) as needed to meet service minutes specified on IEPs. Each child with a disability has been designated to receive special education and/or related services must have an IEP. The IEP describes the specific special education and/or related services the district will provide to the child. The district must ensure that any and all mandated participants attend each meeting to develop the service plan. If the parent or any other mandated participant cannot attend, the district must use other methods to ensure participation, including individual or conference telephone calls. This will help ensure communication about the child's instruction on the IEP and ETR.
- The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.; The school will devote the necessary resources to meet the services described in each student's IEP. The school will supply specially designed instructional materials under Tier 3 resources. The school will supplement with other materials, technology, staff or consultants as needed to fulfill the student's IEP. The School Director and experienced Intervention Specialist will oversee and supervise all special education programs. Professional development will be provided annually or as needed for intervention specialists and other support staff.

- The process that will be used to monitor the achievement and progress of students with disabilities; The process that the school will use to monitor the achievement and progress of students with disabilities is progress reporting. Each student has a plan for monitoring goal achievement specified on the IEP. Goals are monitored weekly and a formal progress report is written every quarter.
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are met is through annual review. Annually or more often, the progress of each student on each goal is monitored and reported on the IEP. In addition, the special education team evaluates state assessments and internal diagnostics. The team makes recommendations for program improvement based on these results annually.
- The person (by role) who will oversee special education services for the school. The Director of Special Education will supervise the special education program for the school.