

**STEAM ACADEMY OF WARRENSVILLE HEIGHTS**  
**ACADEMIC PREVENTION AND INTERVENTION POLICY**

**I. STATE-REQUIRED TESTS**

The School shall administer all State-mandated tests to students at the times designated by the State Board of Education. For purposes of this policy, “achievement tests” for purposes of this Policy, are defined as those aligned with the Ohio academic content standards and model curriculum, designed to measure a student’s level of skill in a specific subject area that is expected at the end of a designated grade and/or is required as part of the Ohio graduation requirement. The School will administer the Ohio graduation tests, if applicable, as required and at the times designated by the Ohio Revised Code. For purposes of this Policy, “diagnostic assessments” include those assessments aligned with Ohio academic content standards and model curriculum, designed to measure student comprehension of academic content and mastery of related skills for a relevant subject area at each grade level, kindergarten through three. The School will administer diagnostic assessments as required by Ohio law or regulation or as may be necessary to identify students who may not attain necessary academic standards.

All statewide tests shall be administered in accordance with all rules issued by the Ohio Department of Education and/or Ohio Board of Education. In addition to achievement tests and diagnostic assessments, staff members will assess the academic achievement and learning needs of each student. Procedures for such assessments may include, by illustration but not limitation, teacher observation techniques, cumulative student records, and/or student performance data collected through standard testing programs.

Any student receiving special education services may be excused from taking any particular test required if the individualized education program (“IEP”) developed for the student excuses the student from taking that test and instead specifies that an alternative assessment method be used. The Alternative Assessment for a Student with Disability (“AASWD”) is approved by the Department of Education to evaluate the performance of students with the most significant cognitive disabilities for whom regular assessments, even when accommodations are not appropriate. In general, the IEP shall not excuse the student from taking a test unless no reasonable accommodation can be made to enable the student to take the test. In that case, the school shall use AASWD to test students needing an alternate form of assessment.

The School shall not use any student’s failure to attain a specified score on any State mandated test as a factor in any decision to deny the student promotion to a higher grade level, except as provided by law.

## II. INTERVENTION SERVICES

In accordance with this Policy, the School shall provide prevention/intervention services in pertinent subject areas to students who score below the proficient level on a reading, writing, mathematics, or science achievement test and/or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment. Intervention services will be commensurate with the student's test performance in each such test area including prevention, intervention, or remediation. Such prevention, intervention or remediation programs may include, by way of illustration, remedial program content, one-on-one teacher/student interaction, computer-assisted remedial course material, student specific tutoring intervention and/or small group interaction. During the school year following the year in which the tests prescribed by the Ohio Revised Code are administered to any student, the School shall provide appropriate intervention services, commensurate with the student's test performance, including any intensive prevention, intervention, or remediation as required by state or federal law in any skill in which the student failed to demonstrate at least a score of proficient level on an achievement test.

For each student required to be offered intervention services, the School may involve the student's parent or guardian and classroom teacher in developing the intervention strategy, and shall offer to the parent or guardian the opportunity to be involved in the intervention services.

## III. THIRD GRADE READING GUARANTEE

To the extent required by law and applicable to the School, the School shall administer the required achievement tests, perform remediation, and retain students.

## IV. PROCEDURES FOR THE REGULAR COLLECTION OF STUDENT PERFORMANCE DATA

The School shall develop procedures for the regular collection of student performance data; a plan for the design of classroom-based intervention services to meet the instructional needs of individual students as determined by the results of diagnostic assessments; and procedures for using student performance data to evaluate the effectiveness of intervention services and, if necessary, to modify such services.

The School shall keep records for each student including the following:

- A. A unique State student identification code or a student data verification code as required in accordance with R.C. 3301.0714(D)(2);
- B. A list or designation of which tests are required and which tests are not required;
- C. A list or designation of which tests, required or not required, are taken and which are not taken at each test administration period;
- D. Score for each test taken;
- E. Whether each student attained the requisite performance standard designated for each required test;

- F. What if any tests must still be taken;
- G. Whether or not intervention must be provided; and
- H. For each test required for graduation, the date passed must be recorded on the student's transcript.

No information shall be included on a student's transcript for a test which is not passed. When a student who has taken mandatory tests in a school leaves that school to enroll in another school, the school previously attended shall provide, immediately upon request by a school official from the enrolling school, all applicable records set forth above.

V. PROCEDURES FOR USING STUDENT PERFORMANCE DATA TO EVALUATE THE EFFECTIVENESS OF INTERVENTION SERVICES AND, IF NECESSARY, TO MODIFY SUCH SERVICES.

The School shall utilize diagnostic assessments that are nationally-normed and aligned with State-standards to measure student performance data. Data will be collected to determine student performance in reading, math, language arts and science and the effectiveness of intervention services.

Student performance will be measured after each diagnostic assessment and compared with previous assessments to determine gains in each relevant subject category. Intervention and remediation programs may include by way of illustration, one-on-one tutoring, computer assisted remedial curriculum, small group intervention and/or one-on-one student/teacher interaction will be employed. Subsequent diagnostic assessments will be employed after implementation of intervention and remediation programs to determine efficacy and effectiveness of such programs.