



SCHOOL WIDE STATE TESTING INTERVENTION PLAN 2019-2020 SY

Ohio Graduation Test (OGT), Ohio State Test (OST) and NWEA Measures of Academic Progress (MAP) 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 the OGT, OST and MAP, 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 OGT or OST 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 the OGT, OST, and/or MAP, 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 the OGT or OSTs Multiple Times:

When analyzing the OGT or OST data of a student who has repeatedly struggled with the test, look for patterns of performance between the different administrations of the OGT and OST.

- 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 themselves 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).

OGT, OST, and MAP 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 on the OGT, OST, and MAP 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 **OGT/OST** and that you will not give up on them

OGT/OST 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 **OGT/OST** 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 **OGT/OST** 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 **OGT/OST**;
 - An intervention plan will be created for that student immediately, using the attached intervention plan template. All student plans must be submitted by Jan 13th.
 - 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

OGT/OST 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 OGT/ OST and ensure they take the OGT/ OST during OGT week.

Monitoring:

- Each engagement coaches will meet with their students weekly to review class assignments. Class attendance, and/ or formative assessments to determine OGT/ OST 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)**

OGT/OST 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.

Monday- Reading/ Writing

Tuesday- Math

Wednesday- Science

Thursday- Social Studies

- **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 **OGT/OST** 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.

OGT/OST Bootcamp

This is an after school program where students can get help from teachers and/ or approved volunteers. Twilight meets Monday through Thursday from 3:00-4:00.

Monday- Reading/Writing

Tuesday- Math

Wednesday- Science

Thursday- Social Studies

- **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 **OGT/OST** 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

Classroom practice and instruction

Classes will incorporate **OGT/OST** 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 **OGT/OST** will be given to measure overall growth for the month.

ODE websites

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

<http://ogt.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>

OGT/ OST Preparation by Subject

1. Math

- a. Identify students eligible to participate in the **OGT/OST**
- 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 **OGT/OST** level tests by week of Feb 6th
- g. Provide **OGT/OST** 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. Science

- a. Obtain list of students who are eligible to participate in the **OGT**
- b. Review strand data of students who have previously participated in the **OGT/OST**
- c. Give **OGT/OST** diagnostic to the student
- d. Score and provide immediate feedback. This diagnostic will let me know what area of the science is strong and weak
- e. Give the student a check list of all available **OGT/OST** prep plans- sign off with each student weekly to ensure intervention is taking place
- f. Offer 1:1 instruction/tutoring
- g. Offer websites students can practice on
- h. Review every practice test with the student and provide immediate feedback each time

- i. Provide opportunities for extended response practice daily with scoring rubric and immediate feedback
 - j. Provide practice OST assessments as they become available from ODE website
3. Reading
- a. Review the list of students eligible to participate in the **OGT/OST**
 - 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 **OGT/OST** 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
4. Writing
- a. Review the list of students eligible to participate in the **OGT/OST**
 - b. Review strand data from previous participants
 - c. Give writing diagnostic
 - d. Provide immediate feedback with rubric
 - e. Focus on areas of weakness
 - f. Continue practice with 5 paragraph essays
 - g. Ensure that the Writing Process, Writing Conventions, and Writing Application standards are being fully covered by way of checklist and activity that matches
 - h. Have students keep a journal to practice writing daily and to get in the habit of doing it
 - i. Write across the curriculum
 - j. Score examples of writing answers that are provided by ODE. Use the rubric! This way student can see what they are looking for (what is a 4, 3, 2, or 1, point response)
 - k. Stress the importance of pre-writing strategies!
5. Social Studies
- a. Review the list of students eligible to participate in **OGT/OST**

- b. Review previous strand data
- c. Give diagnostic to all students and provide immediate feedback
- d. Create and give simple but engaging and meaningful assignments to the students
- e. Watch videos about certain topics
- f. Provide students with websites that offer S. S OGT/OST studies practice
- g. Have full and half -length OGT versions available for practice
- h. Keep a log of each student you conference with, have student sign off as well
- i. Create writing opportunities for each student
- j. Share with the student examples from the ODE website on what essay earns a 4, 3, 2, or 1 point.