

DIAGNOSTIC ASSESSMENTS

The Board of Directors shall, whenever legally mandated, administer each diagnostic assessment developed by the State Board of Education (the “State Board”) in order to measure student comprehension of academic content and mastery of related skills. Assessments for students in grades kindergarten through two shall measure English language arts and mathematics. Assessments for students in grade three shall measure English language arts.

The Executive Director or designee shall administer each diagnostic assessment to the following:

- A. Each student enrolled in a building that has failed to made adequate yearly progress for two or more consecutive school years;
- B. Any student who transfers into the School or to a different school within the School if each applicable diagnostic assessment was not administered by the previous school or School attended in the current school year, or if the School cannot determine that the assessment was administered, within 30 days after the date of transfer;
- C. Each kindergarten student, not earlier than four weeks prior to the first day of school and not later than October 1; and
- D. Each student enrolled in first or second grade.

The School shall administer any diagnostic assessment at least once annually to all students in the appropriate grade level. The Executive Director or designee may administer any diagnostic assessment in the fall and spring of any school year in order to measure the “value added” of the instruction received by students during that school year.

Any diagnostic assessment administered shall be utilized and scored in accordance with rules established by the State Board. After the administration of any diagnostic assessment, a student’s completed diagnostic assessment, the results of the assessment, and any other accompanying documents used during the administration of the assessment shall be provided to the parent of the student.

Assessment of Reading Skills

Beginning with the 2012-13 school year, the Executive Director or designee annually shall assess the reading skills of each student enrolled in kindergarten to third grade by September 30 and shall identify students who are reading below their grade level. The Executive Director or designee shall use the diagnostic assessment developed by the State Board for English language arts or a comparable tool approved by Ohio Department of Education (“ODE”). The students’ classroom teachers shall be involved in assessing and identifying students reading below grade level.

For each student identified as having reading skills below grade level, the student’s parent or guardian shall be provided, in writing, the following information:

1. Notification that the student has been identified as having a substantial deficiency in reading;
2. A description of the current services that are provided to the student;
3. A description of the proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
4. Notification that if the student attains a score less than the level designated by the State Board on the English language arts assessment at the end of third grade, the student shall be retained unless the student is exempt under law. The notification shall specify that the English language arts assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist parents and the School in knowing when a student is reading at or above grade level and ready for promotion.

In addition, the School shall provide intensive reading instruction to a student identified with a reading deficiency, in accordance with O.R.C. §3313.608 and Board policy.

The School shall submit results of diagnostic assessments to the ODE in the prescribed manner.

LEGAL REFS.: O.R.C. §§3301.079; 3301.0715; 3313.608

Adopted: June 19, 2017