

ESSA Accountability - 2020-21 Participation Rate Improvement Plan Form

School Name: Eagle Elementary School

**Contact Person:
Lori Cannetti**

School District Name: Patchogue-Medford

**Contact Person's Phone Number:
631-687-6350**

School BEDS Code: 5802-2403-0009

**Contact Person's Email Address:
lcannetti@pmschools.org**

Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required:

English Language Arts Assessments

<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> English Language Learners
<input type="checkbox"/> American Indian/Alaska Native	<input checked="" type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Asian or Native Hawaiian/Other Pacific Islander	<input type="checkbox"/> Multiracial
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> Economically Disadvantaged	<input checked="" type="checkbox"/> White

Mathematics Assessments

<input checked="" type="checkbox"/> All Students	<input type="checkbox"/> English Language Learners
<input type="checkbox"/> American Indian/Alaska Native	<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Asian or Native Hawaiian/Other Pacific Islander	<input type="checkbox"/> Multiracial
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Students with Disabilities
<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White

<p>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%. (250 words or less)</p>	<p>The Long Island region as well as the District has historically had a large opt-out rate. There is a strong belief within the region that the assessments are created around standards that are not grade level appropriate and the design of the assessments do not reflect a “true” measure of student growth and academic performance. The belief is that assessments need to be more performance based as opposed to multiple choice and extended responses. Additionally, there is a strong belief within the region that the assessments should not be attached to teacher evaluations. During the 2017-2018 and 2018-2019 the former Superintendent supported a parents right to choose. This message was widely publicized throughout the community. However, during this period of time, there was a lack of transparency in communicating a deeper understanding of ESSA, changes made to 3-8 assessments, and how participation rates could impact a district’s and/or school’s accountability designation. Having this information would have assisted parents in making an informed decisions regarding opting out.</p>
<p>Provide a brief description of the Consultation and Collaboration process for development of the plan.</p>	<p>All building level data was reviewed with members of the committee. The committee discussed possible Root Causes to the subgroups that were identified for low participation or the barriers that might prevent the subgroup from participating.</p> <ul style="list-style-type: none"> • Did we have a large number of students who only took one part of the assessment (e.g., the performance-based or the end-of-year)? If so, why? • Did we have a large number of students who transferred to another school or class mid-semester or mid-year? • Did we have a large number of invalid test scores? If so, what were the reasons (e.g., students discontinued taking the test) • How many students did not take the assessments because they refused or their parents would not permit them to take the test? What were their concerns? • Talk with staff, students and parent advisory groups to identify the information they need to know to address their concerns. • Reflect on community reactions to test administration to identify communication gaps.

List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings. held.

Emily Wernau, Principal Tremont Elementary
Erin Skahill, Principal Eagle Elementary
Sharon Deland, Principal Medford Elementary
Bryan Lake, Principal Oregon Middle School
Tim Piciullo, Principal S. Ocean Middle School
Dan Sohal, Director of Elementary STEM
Michele Sullivan, Director of Elementary Humanities
Lou Stellato, Director of Secondary Math & Science
Catherine Cardella-Dean, Director of Secondary Humanities
Dali Rastello, Director of Elementary ENL and Bilingual Edu.
Michelle Marrone, Director of Secondary ENL and Bilingual Edu.
Kevin Toolan, Teacher and President of the Teachers Union
Cristel Champlin, Parent
Debbie Quiles, Parent
Michele LaMartina, Parent

Describe the chosen strategies and key activities to be implemented to improve Participation Rate.

The District has already started to take step in the 2019-2020 to address the participate rates. Below is a list of steps taken to date:

1) Community Forum was held on January 29 to review NYSED 3-8 Assessments and Accountability. This forum was broadcasted on Facebook Live for community members that were unable to attend in person. It was also recorded and posted on the district website. The purpose of the forum was to educate the community on their understanding of the recent changes to the NYS 3-8 assessments as well as an overview of ESSA. Topics included in the presentation were:

- the purpose of the assessments and yearly testing of students in grades 3-8.
- the format of the assessments.
- the changes made to the assessment: reduction in testing questions, reduction in test sections, untimed exams, etc.
- the parent reports- what information parents will learn from their child's score report.
- the articulation of how assessment results help district enhance/revise curriculum to meet the needs of their children
- the impact on opt-out on district/building accountability status.
- the detachment of 3-8 assessments from teacher and principal evaluations (APPR).

2) The district used the 2020 Parent Resources for the Elementary/Intermediate tests that were supplied by SED. These materials were distributed to the community.

3) The district purchased Rally Edu. booklets for students in grades 3-8 for ELA and mathematics (Becoming a Better Test Taker) as a way to familiarize students with helpful test taking strategies. The practice booklets also assisted parents in understanding the types of questions students would be exposed to. The booklets assisted students with helpful test-taking strategies as well as reinforce and access student's mastery of standards that were previously taught.

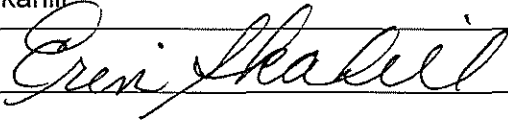
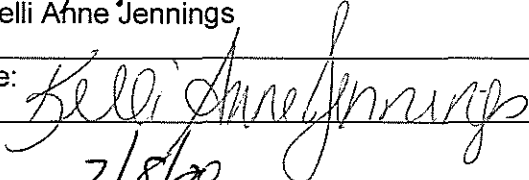
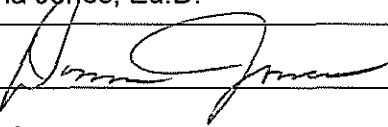
For the 2020-2021 school year, we will continue to implement the above and add the following:

- 1) We will begin to provide year round factual information to the community. Communication will be included in school and/or district Newsletters, flyers, social media sites, PTA meetings and automatic calling systems.
- 2) All SED Parent Resource documents will be posted on the homepage of the school and district website for parents to review. Materials will be posted in both English and Spanish.
- 3) A yearlong communication plan will be developed over the summer.
- 4) Development of parent-student workshops. Students have a lot of anxiety about the assessment and running a collaborate series of workshops will build trust and ease anxiety.
- 5) Implement SEL supports for the students to help reduce anxiety during the testing period.

Please Note: Title I funds must be used to supplement, not supplant, state and local funds

ESSA Accountability - 2020-21 Participation Rate Improvement Plan Approval

By signing below, the Board of Education of the district or Board of Trustees and superintendent or principal certify that the 2020 – 21 PRIP has been approved and adopted by the district.

Chief School Administrator's Name: Erin Skahill
Chief School Administrator's Signature: 
Date: 7/8/20
Board President's Name: Kelli Anne Jennings
Board President's Signature: 
Date: 7/8/20
District Superintendent's Name: Donna Jones, Ed.D.
District Superintendent's Signature: 
Date: 7/8/20