

ESSA Accountability - 2020-21 Participation Rate Improvement Plan Form

School Name: Montgomery Elementary School	Contact Person: Tammy Coleman
School District Name: Valley Central School District	Contact Person's Phone Number: 845-457-2400 x18120
School BEDS Code: 441301060002	Contact Person's Email Address: tammy.coleman@vcsdny.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 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 checked="" type="checkbox"/> Students with Disabilities
<input 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 checked="" type="checkbox"/> White

Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%. (250 words or less)

Several factors have contributed to the low participation rates in our district. The most significant being a strong anti-testing movement within our school community, especially by higher income/more educated families. Not only does this impact our participation rate, but our scores as well. This translates into fewer of our higher achieving students testing because they opt-out and more of our lower achieving students taking the tests.

Parents are very cognizant of their children's' high test anxiety, but also have a strong belief that state testing yields no significant educational benefit for students. They do not see a clear connection between state testing and student development. To take it a step further, parents have voiced strong concerns about the format of the tests and that it was simply too much to subject their children to. In our district, the opt-out movement simply took on a life of its own, and although we have seen very slight increases in participation during the past two years, the foothold that this movement established has been extremely difficult to loosen or release.


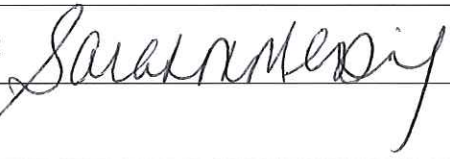

Cont'd. from previous page	Even at the building level, testing is highly scrutinized by parents, so teachers and building administrators regularly monitor the types and number of assessments being administered and their purposes. Parents easily translate classroom instruction and grades to student promotion, especially when considering cognitive development. The NYS Assessments do not factor into this equation because the scores are not allowed to be included in calculating grades nor are they allowed to be recorded in any capacity - so again, parents don't see a reason to have their children participate in taking these assessments.
Provide a brief description of the Consultation and Collaboration process for development of the plan.	The first step in the Consultation and Collaboration process for development of our PRIP was to establish the PRIP committee. The committee consisted of various stakeholders as outlined in the list below. We met regularly to brainstorm, discuss and share ideas on how to increase student participation on the ELA and math assessments, as well as to create a Parent Survey, review NYS Assessment Toolkit materials and overall collaborate to develop our PRIP. The purpose of the Parent Survey was to solicit feedback from parents as to why they do or do not have their children participate on the state tests. The committee created a District Assessment Mission Statement to identify the purpose and importance of state and local assessments as well as a K-12 Assessment chart. Finally, we created a simple and easy to understand yearlong plan, called "Simply Put Test Talk" to educate and share information with all stakeholders about state testing. One "Simply Put Test Talk" will be released each month via Newsletters, web site and social media.
List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.	
<u>Meeting Dates:</u> April 2, 2020 April 16, 2020 April 23, 2020 April 30, 2020 May 14, 2020	<u>Stakeholders:</u> Marianne Serratore – Asst. Supt. For Curriculum & Instruction Tammy Coleman – Director APPR, Data/Testing &UPK Mary Hand – Assistant to Director Richard Steger – Valley Central Teachers Association (VCTA) President Meghan Rilley – VCTA Vice President Pasquale Leo – VCTA Vice President Matthew Canino – Montgomery Elementary School Principal Jane Malley – Montgomery Elementary Assistant Principal Debra Peet – Montgomery Elementary 3 rd Grade Teacher Christopher McFadden – Montgomery Elementary AIS Math Teacher John Giametta – Montgomery Elementary Parent Russell Burns – Middle School Principal Alicia Gannello – Middle School Assistant Principal Thomas Balducci – Middle School Assistant Principal Melanie Monda – Middle School Science Dept. Chair/Teacher Kristinna Crowe – Middle School Math Dept. Chair/Teacher David Mossey – Middle School ELA Dept. Chair/Teacher Micheal Gonzales – Middle School Music Dept. Chair/Teacher Kimberly Ronaldson – Middle School 6 th Grade Team Leader/Teacher Jennifer Pacione – Middle School Guidance Dept. Chair Tara LaPierre – Middle School Parent
Describe the chosen strategies and key activities to be implemented to improve Participation Rate.	<ul style="list-style-type: none"> ▪ Create, disseminate and analyze Parent Survey ▪ Create a District Assessment Mission Statement ▪ Create a K-12 District Assessment Chart ▪ Publish a letter from the Superintendent in our annual beginning of the year publication, "Viking Voice", which is sent to all school district residents; the letter will explain the participation requirement under

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

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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: Matthew Canino
Chief School Administrator's Signature: 
Date: 6/16/2020
Board President's Name: Sarah Messing
Board President's Signature: 
Date: 6-11-2020
District Superintendent's Name: John P. Xanthis
District Superintendent's Signature: 
Date: June 11, 2020