

## ESSA Accountability - 2020-21 Participation Rate Improvement Plan Form

School Name: East Street School	Contact Person: Anthony Lubrano
School District Name: Hicksville UFSD	Contact Person's Phone Number: 516 733-2145
School BEDS Code: 280517030013	Contact Person's Email Address: alubrano@hicksvillepublicschools.org

<b>Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required:</b>	<b>English Language Arts Assessments</b>	
	<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 type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White
	<b>Mathematics Assessments</b>	
<input 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 type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White	

<p><b>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%. (250 words or less)</b></p>	<p>A significant number of students did not participate in state assessments. The parents opted their children out of taking the test. There were concerns over students being unnecessarily anxious about taking a test that many parents believed to be too rigorous, difficult and not reflective of grade level appropriateness. The scores arriving much later rather than immediate feedback to parents was another obstacle to participation. Although the test is untimed, it takes several hours for children to complete the test. Many children do not have the stamina for this lengthy endurance was another complaint made by both teachers and parents. The ELA test can no longer be read to students with IEPs, this raised anxiety for some students which became another reason for increased refusal numbers. The school has a large ENL population. State assessment exemptions are only permitted the first year of ENL status. Many of the parents do not speak English. They go along with their child's decision to not take the test believing it is unfair in terms of their child's limited command of the English language.</p>
<p><b>Provide a brief description of the Consultation and Collaboration process for development of the plan.</b></p>	<p>Stakeholders, including administrators, teachers, parents and support staff, were represented at a planning meeting to analyze root causes for a decline in the participation rate. The meetings were held at varied times and days to permit the greatest parental involvement. Translators were provided on an as needed basis. ESSA requirements for participation were explained leading into an understanding of why the Participation Rate Improvement Plan is required to be developed.</p> <p>Data such as participation rates for sub groups specific to ELA were discussed. Additional qualitative data was shared.</p> <p>As each issue was raised, a resolution was discussed, if found to be applicable. Resources from the NYSED Assessment Toolkit were reviewed to determine value in utilization and implementation in the developed plans. Varied perspectives were shared and all were considered in designing the plan of action to increase student participation in state assessments.</p>
<p><b>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</b></p>	<ol style="list-style-type: none"> <li>1. <b>March 9, 2020:</b> Marianne Litzman, Superintendent, Anthony Lubrano, Assistant Superintendent, Jean-Marie Serra, Principal/East Street School Discussed the school standing in the NY State Assessment Participation Rate in ELA.</li> <li>2. <b>March 9, 2020:</b> Grade Level Meeting. All Classroom teachers in Grades K-5 in attendance (17 faculty members)</li> <li>3. <b>March 10, 2020:</b> Spoke with students in grades 3-5 about how hard they work throughout the school year and how prepared they are to demonstrate what they have learned.</li> </ol>

	<p>4. <b>March 10, 2020:</b> The importance of NY State Assessments was discussed at the PTA meeting.</p> <p>5. <b>March 11, 2020:</b> Met with Committee (classroom teachers of grades 3-5, Tier 2 and Tier 3 teachers, integrated co-teachers, ENL teachers, and parents) to begin establishing strategies to increase participation rate.</p> <p>6. <b>March 13, 2020:</b> Met with Committee to continue our strategies for the Participation Rate Improvement Plan.</p> <p>7. <b>March 16, 2020:</b> Evening Parent Meeting to explain the NY State Assessments and student participation. Meeting canceled due to Covid 19 cancelations. Anthony Lubrano and JM Serra were to conduct the meeting.</p>
--	--

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

The need to provide clarifications to parents and educators is to be implemented through a myriad of opportunities such as various meetings, letters, and workshops.

- State assessments are required by Every Student Succeeds legislation. Parent meetings will include the Presentation: The State Assessments: What Parents Need to Know.
- State assessments are used as an additional indicator of student needs in terms of identifying students requiring academic intervention services. To be prepared for success in college and careers, students must be able to think critically and solve complex problems. The assessments provide objective information about how students are progressing toward the higher-level thinking skills and knowledge required to be successful after High School. Parent/Teacher conferences will include areas of concern and student strengths as indicated on student reports.
- State assessments provide educators with critical information enabling them to differentiate instruction based on individual needs of students. Test results allow educators to personalize support and instruction for the students. Continue the strategies implemented from DataWise, a BOCES program to analyze data to drive instruction. East Street participated in this program during the 2019-2020 school year.
- State assessments are precursors to Regents exams. Early identification of students who may struggle with the Regents exams is critical. This permits educators to provide necessary intervention early on to ensure success. Early identification of at-risk students begins in September, 2020. Students are recommended for RTI instruction.
- State assessments reflect the Common Core/Next Generation Learning standards which are the driving forces of curriculum and expectations for student academic performance. In this way, the tests connect directly with the work students are doing in the classroom all year. Professional Development will be provided to assist teachers with scaffolding ELA strategies in all content areas.
- Sample questions and rubrics for scoring will be shared with parents hoping to diminish the fear of testing. Presentations will be presented at PTA meetings.
- Non-participation provides a false picture of the performance of students and the school, eliminating the chance to convey a realistic profile of the school community and its capabilities. Over time these skewed profiles can affect other designations imposed on the school and district which will negatively impact property values. Share documents from the Assessment Tool Kit provided by NY State - NYS Assessment: What Parents Need to Know and Parents' Frequently Asked Questions About NY State's Annual Grades 3-8 ELA and Math Tests.

The district and school will work to diminish test anxiety for all:

- Clear messages will be provided to students and parents about the need for students to do their best on the test but not to worry about the score. Explanations about the score and how it serves to provide information to assist with instruction provided will be shared.
- Educators will convey messages and provide tools to students to raise their confidence as test takers. A unit of study for approximately a week will be implemented in each testing grade classroom to focus on tests as a different genre. Skills and strategies to be employed as test taking will be highlighted.
- Subliminal messages raising anxiety will be eliminated such as reconfiguring the desks on state assessment days. Reconfiguration will occur each time a teacher constructed unit test is administered to convey the state assessment is like a classroom test.
- Unit tests will mirror the format and types of questions that students will see on the state assessments.
- Letters sent home will not include any mention of refusal to parents. Rather the letter will be another method to convey the importance of test participation.
- Teachers will receive professional development focusing on state assessments to build their confidence that their students have been well prepared to diminish incorrect messages.

	<p>A schedule of meetings/workshops for parents and educators will be developed. This will provide increased opportunities to provide critical information about assessments to parents and educators.</p> <ul style="list-style-type: none"> <li>• PTA meetings</li> <li>• Grade level meetings</li> <li>• Shared decision-making meetings</li> <li>• Back to school night/day programs</li> <li>• Professional development opportunities for teachers regarding tests as a different genre as a unit of study within the classroom.</li> <li>• Parent workshops to educate them about the assessments, including updates on new learning standards, exposure to question types and test format. This will permit parents opportunities to raise questions and for educators to demystify the tests.</li> </ul>
--	--

**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:	<i>Anthony Cebano</i>
Chief School Administrator's Signature:	<i>Anthony Cebano</i>
Date:	<i>7/23/2020</i>
Board President's Name:	Phil Heckler
Board President's Signature:	<i>Phil Heckler</i>
Date:	<i>7/23/20</i>
District Superintendent's Name:	Marianne Litzman
District Superintendent's Signature:	<i>Marianne Litzman</i>
Date:	<i>7/23/20</i>