

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

**School Name:**  
Oceanside Middle School

**Contact Person:**  
Dr. Allison Glickman-Rogers

**School District Name:**  
Oceanside Union Free School District

**Contact Person's Phone Number:**  
516-678-8518

**School BEDS Code:**  
280211030009

**Contact Person's Email Address:**  
aglickman-rogers@oceansideschools.org

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

### English Language Arts Assessments

<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 checked="" type="checkbox"/> Students with Disabilities
<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White

### Mathematics Assessments

<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>Parents have expressed that they fear assessment data, both individual and group, will impact teacher evaluations and school reputations. In addition, parents have difficulty understanding the value of a complete data set for the purpose of informing instruction and curriculum planning. Some have expressed discomfort with subjecting their child with special needs to the rigor and demands of a state assessment. A few have expressed that spending an extended period of time on an assessment intended for one's chronological age/grade level will have a negative impact on a child's self esteem and desire to learn and will promote a level of anxiety and frustration that is counterproductive to learning and academic growth. Some do not see a purpose in taking the examination where they can predict their child's performance. Finally, parents have also expressed that their children will come home and insist that "nobody else is taking it" and that they don't want to be forced to take the test if their peers are not.</p>
<p><b>Provide a brief description of the Consultation and Collaboration process for development of the plan.</b></p>	<p>The Middle School Principal in collaboration with the Assistant Superintendent for Curriculum and Instruction, and the Director of Data and the Director for Middle School Special Education analyzed participation data as well as discussed parent and teachers feedback and perception of state assessments and student participation.</p>
<p><b>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings. held.</b></p>	<p>The stakeholders involved in designing a plan to increase the number of special education students participating in state assessments include the following representatives:</p> <ul style="list-style-type: none"> <li>Middle School Principal</li> <li>Assistant Superintendent for Curriculum and Instruction</li> <li>Director of Data</li> <li>Director of Middle School Special Education</li> <li>Executive Director of Special Education</li> <li>Special Education Teachers and Parent Representatives through the SEPTA ( Special Education Parent Teacher Association.)</li> <li>Middle School Psychologists</li> <li>Middle School School Counselor</li> </ul> <p>January 8  January 29  February 25  April 23</p>
<p><b>Describe the chosen strategies and key activities to be implemented to improve Participation Rate.</b></p>	<p>The plan to increase the number of special education students participating in state assessments will focus on giving up to date and factual information about the purpose, usefulness and impact of the NYS Assessments. The information will be provided by Oceanside Middle School administration and faculty, expert and reliable sources who have their child's best interests at heart. Misconceptions about the assessments and updates on the improvements made to the exams will also be provided. A campaign will be launched and described as "Understanding The Vital Role of Assessments at the Middle Level." At our annual 6 into 7 New</p>

Family Orientation, a segment will be dedicated to launching our campaign and assisting families in understanding and valuing the "Vital Role of Assessments at the Middle Level." This message will also be a specific agenda item at our October Middle School PTA meeting as well as the November SEPTA meeting.

In addition, this campaign and accompanying plan to increase special education student participation will be shared with middle school faculty at our September faculty meeting.

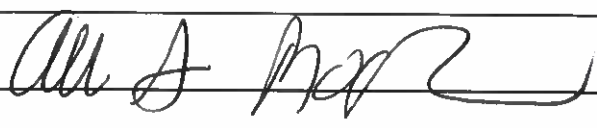

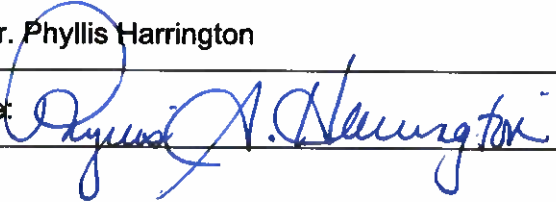
To help promote a sense of trust for parents, who might be apprehensive, presentations will be facilitated by trusted staff, such as the Director of Middle School Special Education, special education teachers and school psychologists.

The representatives involved in contributing to our plan and designing our campaign will also create a flyer that will be shared with parents at middle school team meetings, as well as 504 and CSE meetings that will highlight the "Vital Role of Assessments at the Middle Level." This multi-pronged approach will hopefully serve to shift the perception of assessment from evaluation of the student to evaluation of the learning process.

**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: Dr. Allison Glickman-Rogers
Chief School Administrator's Signature: 
Date: 7-13-2020
Board President's Name: Mrs. Mary Jane McGrath-Mulhern
Board President's Signature: 
Date: 4/20/2020
District Superintendent's Name: Dr. Phyllis Harrington
District Superintendent's Signature: 
Date: 7/16/20