

ESSA 2020-2021 Participation Rate Improvement Plan


School Name	Chenango Valley Middle School	Contact Person Name	Eric Attleson
School BEDS Code	030701060005	Contact Person Title/Position	Middle School Principal
District Name	Chenango Valley Central School District	Contact Person Phone Number	(607) 762-6903
District BEDS Code	030701060000	Contact Person Email	attleson@cvcsd.stier.org

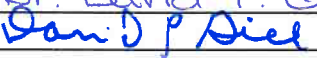
Indicate the Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required:			
English Language Arts		Mathematics	
<input checked="" type="checkbox"/> All Students <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander <input type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> English Language Learners <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiracial <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> White <input type="checkbox"/> None / Not Applicable	<input type="checkbox"/> All Students <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian or Native Hawaiian / Other Pacific Islander <input type="checkbox"/> Black or African American <input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> English Language Learners <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Multiracial <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> White <input type="checkbox"/> None / Not Applicable


Required Plan Component	School Response
<p>Please provide a brief explanation of why the 2017-18 and 2018-19 school year participation rates were below 95%.</p>	<p>A group of parents in our district had a negative reaction to the release of the Common Core Learning Standards and linkage to the teacher's APPR score. These parents actively lobbied on social media and other venues to encourage parents to opt out of the test. As a district we worked hard to educate parents about the use of the tests, but many philosophically disagreed and continued to lobby against it. Further, as the movement grew, other parents had concerns about testing anxiety in their children, agreed with the 'Opt-out' movement and opted their children out of testing. We have seen a decline in refusals in the elementary schools but the middle school has remained high, heavily affected by peer influence. The last two years, we have had students show up the morning of the exam with a note in hand and when parents have been contacted, their reasons have been related to doing what their child wanted, not based on issues with the Common Core or test anxiety.</p>
<p>Provide a brief description of Consultation and Collaboration process for development of the plan.</p>	<p>District administrators met first to discuss the plan before moving to a building-based team. Brainstorming occurred and ideas were shared with the middle school principal. The middle school principal's strategic team was used as a starting point for discussing the issue and brainstorming possible solutions and strategies to increase participation. Only one middle level subgroup did not meet participation for math, but the other groups did and overall as a building, we had better numbers for math. In response to the data, we focused our conversation on the ELA test. During the meeting, we discussed reasons for refusals and ways to increase participation next year.</p>

Required Plan Component	School Response
<p>List the Stakeholders who consulted and collaborated on the development of the plan, and the dates of meetings held.</p>	<p>A group including members of the strategic building team from the Middle School met via Zoom on Thursday, April 9th, 2020 to discuss the factors leading to poor participation rate. Factors included those outlined earlier. All group members voiced that they believed that the number one factor was peer influence. The group included a district administrator, the middle school principal, two ELA teachers, an encore area teacher and a parent/paraprofessional.</p>
<p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</p>	<p>To improve participation rate, the group felt we need to have a plan that addressed both parents and students.</p> <p>Parents: We discussed that the higher refusal rate in ELA than math may indicate that parents may still not know about some of the key changes to the NYS testing program, specifically:</p> <ul style="list-style-type: none"> • the changes to the structure of the test and adjustment of accommodations to include having the test read. • the availability of response data after the test to be used for instructional planning • the changes made to linkage to the exams in the teacher/principal APPR process <p>Our practice has always been to call the parent when we receive a refusal letter and address their concerns. However, this is usually at the time of the test, as the refusal letters are handed in last minute which does not lend itself to a thoughtful conversation with the parent. The Chenango Valley Middle School traditionally has a high turnout at the beginning of year Open House, so this will be a prime opportunity to engage families in a productive discussion. For the opening of the 2020-2021 school year, we will include a group presentation by teachers for parents that addresses the above points. At the conclusion of the presentation, we will invite parents to sign up to participate in a focus group to continue to address participation rate and ways to proactively address participation.</p> <p>Students: The students are an equally important stakeholder group to engage in this work. All members of the group recounted conversations overheard or held with students where students casually spoke of 'just not taking the test'. For the student plan, the group identified the following steps</p> <ul style="list-style-type: none"> • The school will establish-a school-wide goal to improve the participation rate by a certain number of percentage points. A celebration of some sort was discussed as a reward for meeting that goal after the testing. • Student leaders will be enlisted to design positive messages related to testing participation and the established school goal. Specifically, multimedia messages were suggested to not only spread information within the school but also out into the school community. (The principal will create or identify a group of students to lead this work, possibly from the Warrior Club or student council.) • The positive testing attitudes and behaviors will be woven into the work done by the Positivity Project groups and wellness activities (test taking strategies and dealing with anxiety).

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

Principal Name:	Eric E. Atleson
Principal Signature:	
Date:	4-20-2020

Superintendent's Name:	Dr. David P. Gill
Superintendent's Signature:	
Date:	4-20-2020

Board President's Name:	Kelly Warwick
Board President's Signature:	
Date:	4-20-2020