

ESSA 2020-2021 Participation Rate Improvement Plan

School Name:	Temple Hill Academy	Contact Person Name	Ventura Lopez
School BEDS Code	4416000100020	Contact Person Title/Position	Principal
District Name	Newburgh Enlarged City School District	Contact Person Phone Number	845-568-6451
District BEDS Code	441600010000	Contact Person Email	vlopez@necsd.net

Indicate the Subject(s) and Subgroup(s) for which a Participation Rate Improvement Plan is Required			
English Language Arts		Mathematics	
<input type="checkbox"/> All Students	<input type="checkbox"/> English Language Learners	<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"/> 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"/> 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"/> Black or African American	<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White	<input type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> White
	<input checked="" type="checkbox"/> None/Not Applicable		<input type="checkbox"/> None/Not Applicable

Required Plan Component	School Response
<p>Please provide a brief explanation of why the 2017-2018 and 2018-2019 school year participation rates were below 95%.</p>	<p>During the 2017-2018 and 2018-2019 school year, participation on the NYS Math Assessment was at 86.33% and 81.36% respectively. While looking at the numbers, we believe that the participation rates were below 95% for a myriad of reasons including:</p> <ul style="list-style-type: none"> ● that this could be indicative of a larger concern being the 15% chronic absenteeism rate for the black subgroup in grade 1 through grade 8. ● that there could be a "copycat" effect happening, being that the number of opt-outs has increased overall and that the Math exam is always given after the ELA exam; therefore students see their peers who have opted-out of the ELA exam and then follow suit for the Math exam. ● that the dates of the Math exam are typically very close to Spring Break. For example, in 2018-2019, Spring Break for the Newburgh Schools was from April 19-26, 2019 with students returning to school on April 29, 2019. The Math exam that same year was given on May 1-3, 2019. These dates only left a 2-day period after a school vacation before testing began.

**Temple Hill Academy
NYS MATH ASSESSMENT Subset Data**

		2016		2017		2018		2019	
Grade 3	Black Students Tested	28	100%	22	95.65%	22	95.65%	28	107.69%
	Black Student Enrollment 3-8	28		23		23		26	
Grade 4	Black Students Tested	17	94%	30	107.14%	19	100.00%	24	96.00%
	Black Student Enrollment 3-8	18		28		19		25	
Grade 5	Black Students Tested	21	100%	17	94.44%	25	83.33%	17	89.47%
	Black Student Enrollment 3-8	21		18		30		19	
Grade 6	Black Students Tested	17	100%	18	85.71%	16	80.00%	26	83.87%
	Black Student Enrollment 3-8	17		21		20		31	
Grade 7	Black Students Tested	33	94%	18	75.00%	20	95.24%	11	55.00%
	Black Student Enrollment 3-8	35		24		21		20	
Grade 8	Black Students Tested	17	71%	24	64.86%	18	69.23%	12	50.00%
	Black Student Enrollment 3-8	24		37		26		24	
TOTALS	Black Students Tested	133	93%	129	85.43%	120	86.33%	118	81.38%
	Black Student Enrollment 3-8	143		151		139		145	

In addition, the Newburgh Enlarged City School District has a very transient population of students; the total enrollments that appear to be used for the percentage calculations are based on enrollment data from BEDS day, which occurs in October. Between October and test administration, the enrollment data is always subject to change.

Provide a brief description of the Consultation and Collaboration process for development of the plan.

As shown in the data table above, there is a significant correlation in decrease in participation from elementary (grades 3-5) to secondary (grades 6-8). If we analyze and separate the grade levels the data clearly shows the decrease in participation as shown below:

TOTALS for Elementary (Grades 3-5)	Black Students Tested	66	99%	69	100.00%	66	91.67%	69	98.57%
	Black Student Enrollment 3-8	67		69		72		70	

TOTALS for Secondary (Grades 6-8)	Black Students Tested	67	88%	60	73.17%	54	80.60%	49	65.33%
	Black Student Enrollment 3-8	76		82		67		75	

As shown above, this became even more evident as the students got older and progressed through 8th grade, as the 8th grade exam has the lowest participation percentage rate.

When the team met, discussions were held in regards to the data analysis above.

- The team discussed the impact of the NYS assessments on the students and how the change in test format from a purely computational to a reading and computational exam also instilled fear into some students.
- Teachers also felt that in having multiple areas where a student could struggle (ie. the reading of the passage and the question vs the mathematical concept being assessed) also led to student reluctance and fear.
- However, the team believed that the biggest hurdle to overcome would be the opt-out and the “copycat” effect after the ELA exam.

Required Plan Component	School Response
List the Stakeholders who consulted and collaborated on the development	<ul style="list-style-type: none"> • Ventura Lopez--Principal • Maria Pearson--Assistant Principal • Melanie Menzie--8th Grade Math Teacher • Carol Cacciatore--8th Grade Math AIS

<p>plan, and the dates of the meetings held.</p>	<ul style="list-style-type: none"> ● Katie Mineo--7th grade Math ● Myra Matos--6th Grade Math ● Brittany Padilla-Seaton--5th Grade Math ● Megan Bailey--5th Grade Math ● Nicole Dietrich--4th Grade ICT ● Vilma Torres-Pagan--Guidance Counselor ● Teresa Roggemann--3rd - 5th Grade Math AIS teacher <p>Meeting Held: March 17, 2021</p>
<p>Describe the chosen strategies and key activities to be implemented to improve Participation Rate at the school.</p>	<p>In an effort to improve the participation rate for future administrations of the NYS Math Assessment, the team has come up with the following strategies:</p> <ol style="list-style-type: none"> 1. Increase Parent Communication regarding the test including: <ol style="list-style-type: none"> a. topics on the test b. test format c. test-taking strategies d. Shift language to emphasize “opt out” translates to a “refused” as per NYS Score Sheets 2. Positive Reinforcement for Students who take the exam 3. Opt-out students will be assigned work from the Math teacher that will be graded as classwork; the hope is that this will discourage students from opting out of the exam in that they know that they will be doing Math work regardless of the setting. 4. Focus on Chronic Absenteeism (See Below) <p>Being that chronic absenteeism also plays a major role in the participation rate for this subgroup of students, the team, along with the THA Attendance team has come up with strategies that are currently in place in an attempt to overcome chronic absenteeism such as:</p> <ol style="list-style-type: none"> 1. Attendance Letters <ol style="list-style-type: none"> a. Administration, working alongside the main office staff, will be sending out weekly attendance letters. <ol style="list-style-type: none"> i. The first of these letters will all be sent out by the end of this week. ii. The letters are specific to the number of absences for each student. iii. Attendance Reports will be pulled on Tuesdays

	<ol style="list-style-type: none"> 1. If the student has an additional day absent, a letter will be sent out that week. 2. If attendance remains unchanged, no letter will be sent that week. <ol style="list-style-type: none"> 2. Focus on updating all contact information for our students on Infinite Campus, especially parent/guardian phone numbers and emails. This would assist in: <ol style="list-style-type: none"> a. the possibility of robo-calls at a mid-point in the day that would state something such as “As of 11:00am, your child has yet to attend or log-into class”. b. also looking into the possibility of an e-mail being automatically generated whenever a phone call is made giving the same information.
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By signing below, the building principal, Superintendent, and Board of Education President/Board of Trustees President

Certify that the 2020 – 2021 PRIP has been approved and adopted by the district

Principal Name	Ventura Lopez
Principal Signature	<i>Signature on File</i>
Date	3/23/21

Superintendent’s Name	Dr. Roberto Padilla
Superintendent’s Signature	<i>Signature on File</i>
Date	3/23/21

Board President’s Name	Carole Mineo
Board President’s Signature	<i>Signature on File</i>
Date	3/23/21