

**2016 ESEA Accountability Action Plan
Participation Rate/Graduation Rate/Attendance Rate**

County Code: 03	LEA Code: 3870
County Name: Bergen	LEA Name: Oradell Public School

The 2016 *Elementary and Secondary Education Act (ESEA)* Accountability Profiles provide data on districts' and schools' progress toward statewide standards on graduation rate, attendance rate and assessment participation rate. Specifically, all students and student subgroups, at both the school-level and district-level, must meet the following standards:

- The assessment participation rate goal of 95%, and
- The attendance rate goal of 90 percent (elementary and middle schools) or
- The five-year cohort graduation rate of 85 percent.

Any district and any school that did not meet the accountability indicators for the metrics above must develop a board-approved corrective action plan to articulate the actions the school and/or district will implement to address the factors impacting participation rate, graduation rate and/or attendance rate. **Districts/schools are required to:**

- 1) **complete this action plan;**
- 2) **submit Page 1, with the required signatures below, to the county office of education.**


Instructions for completing page 2 of this action plan and resources are in the document entitled, *ESEA Accountability Action Plan Development Guide*, available on the ESEA Accountability web page at <http://www.nj.gov/education/title1/accountability/progress/16>.


ESEA Accountability Action Plan Assurances-Participation Rate/Graduation Rate/Attendance Rate

The district must review and sign the assurances below and fax a signed copy of this page to its local County Office of Education.

The signature of the district's Chief School Administrator and President of the Board of Education below assures that for all school's not attaining the participation rate, district and school officials have:

- Reviewed each school's *Preliminary 2016 ESEA Accountability Profiles* located on the New Jersey Department of Education's web page at <http://www.nj.gov/education/title1/accountability/progress/16> with the appropriate stakeholders; and
- Documented the district's and each school's efforts to implement strategies to increase the assessment participation rate, graduation rate and/or attendance rate for all affected student subgroups.

Chief School Administrator's Name: Paul Saxton
Chief School Administrator's Signature: 
Date: 1-11-17

Board President's Name: Dorothy Watson-Nichols
Board President's Signature: 
Date: 1-11-17

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Participation Rate/Graduation Rate/Attendance Rate**

DISTRICT CODE: 03-3870	DISTRICT NAME: Oradell Public School
Subgroup(s) Not Meeting <input checked="" type="checkbox"/> Participation Rate of 95% <input type="checkbox"/> Attendance Rate of 90% <input type="checkbox"/> Five-Year Cohort Graduation Rate of 85%	<input type="checkbox"/> Total Population <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	Analysis of opt-out letters for subgroup, sharing of ideas with surrounding districts, posting of information for parents, bi-borough parent meeting to inform and encourage participation

	Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1	Analyze parent refusal letters for students with disabilities subgroup to determine the reasons identified for not participating in the PARCC assessment in March to May 2016.	Director of Special Services Child Study Team	2016 PARCC parent refusal letters	February 2017
2	Reach out to surrounding Bergen County districts Office of Assessments, Principal and/or Director of Special Services in districts that met the 95% participation rates in subgroup.	Director of Special Services	Email addresses and phone numbers of surrounding districts; ESEA Accountability Profiles (District Level) reports	February 2017
3	Draft and send letter to the subgroup parents, encouraging participation in PARCC for 16-17 school year.	OPS admin team Director of Special Services CST Secretary	Email addresses of 3-6 grade parents of students with disabilities	February 2017
4	Post the "Information for Parents: Student's with IEP's and State Assessment", a NJ Department of Education resource guide, on the Special Services websites and within electronic community blasts sent out by the Principal to entire school community.	Director of Special Services Principal	Information for Parents: Student's with IEP's and State Assessment	February 2017
5	Child Study Team case managers will share "Information for Parents: Student's with IEP's and State Assessment" during initial IEP and annual review meetings. Case managers will discuss and provide the resource guide "Some	Child Study Team	Information for Parents: Student's with IEP's and State Assessment flyer and Some Myths and Facts about Assessment and PARCC packet	Ongoing

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	Myths and Facts about Assessment and PARCC” at IEP meetings.			
6	Host “Parent Information Night” with parents from River Edge and Oradell (bi-borough) to encourage participation in PARCC for 16-17 school year and discuss the use of accommodations and accessibility features available to students during testing.	Rosemary Kurac and Brian Mistretta	Parent invitation, host location (Cherry Hill School Library, River Edge)	March 2017
7	Post action plan on district website	Director of Special Services	ESEA Action Plan	After School Performance Reports are released and after January 2017 BOE approval

Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
- Use a separate sheet for each indicator (participation rate, attendance rate or graduation rate) not met.

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DISTRICT/SCHOOL CODE:	SCHOOL NAME:
<input type="checkbox"/> Subgroup(s) Not Meeting <input type="checkbox"/> Participation Rate of 95% <input type="checkbox"/> Attendance Rate of 90% <input type="checkbox"/> Five-Year Cohort Graduation Rate of 85%	<input type="checkbox"/> Total Population <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Strategy(ies) to be implemented:	

	Action Steps	Person(s) Responsible	Resources Needed*	Completion Date
1				
2				
3				
4				
5				

Notes:

- Title I funds used to support the plan must be used to supplement, and not supplant state and local funds.
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