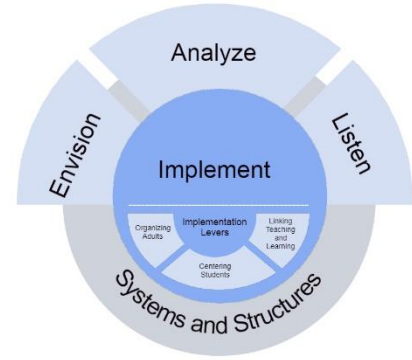




New York State
EDUCATION DEPARTMENT
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DCIP Planning Document for 2024-25 DCIP

District

Oswego City School District

Districts with No Identified Schools

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the district that need attention when developing the 2024-25 DCIP. This document is the district-level needs assessment that informs the final plan, and similar to the [school-level needs assessment](#), the document is organized around NYSED’s core needs assessment concepts: Envision, Analyze, and Listen.

This document will involve:

- **Analyze:** Understanding Data
- **Listen:** Considering the Perspectives of the Identified Subgroup
- **Envision:** Reflecting on the District’s vision, values, and aspirations

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2024-25 DCIP, consider ways the priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent priorities within the DCIP, consider ways that priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: Analyze: Understanding Data

Section 1A: Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- School-collected data, such as walkthrough data or report card data
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

As you review your district-level data, **focus on variation in performance**: “*Understanding the sources of variation in outcomes, and responding effectively to them, lies in the heart of quality improvement.*”¹ Select data that identifies areas where there is **variation in outcomes** (i.e., the performance in one area is not the same as the performance in another area). This could result in looking at variation within **certain subjects** (i.e., students perform better on some standards or skills compared to others), or variation within **certain standards or skills** (i.e., some students perform better on a certain standard than other students), or variation across classrooms, grade levels, or schools, or variation across groups of students. The job of team can then be to **consider WHY those variations** exist.

When possible, consider data from the 2023-24 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
Districtwide chronic absenteeism data	Despite our overall district-wide chronic absenteeism rate declining to 31%, the chronic absenteeism rate for our high school subgroups continues to exceed the district average: Hispanic: 46% Non-white: 47% SWD: 52% ELLs: 64% ED: 57% Homeless: 76%
Districtwide poverty/homeless data	Our district-wide homeless data has shown increase over the last 3 years, from 3% in 21-22, to 6% in 22-23, to 7% in 23-24.

¹Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

SECTION 1: UNDERSTANDING DATA

Districtwide academic performance data- ELA	Although our district-wide ELA benchmark data shows that 50% or more of our students are performing at or above grade-level, our State assessment data is significantly different rates averaging between 30%-40% of students. This shows a variance in performance between our benchmark assessments and State assessments.
Districtwide academic performance data- Math	Our district-wide math benchmark data shows that 20-30% of our students are performing at or above grade-level; our State assessment data for math is more closely aligned. This shows a variance between how our students are performing in ELA vs math.
Districtwide and community survey data	A district and community survey administered in the winter of 2024 showed an overwhelming desire for the district to support non-traditional students, or students who would benefit from an alternative learning environment that is different from the traditional high school model that we primarily offer at this time.

¹Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

Section 1B: Accountability Data

Background: Districts with no identified schools were identified as Target Districts last year when the subgroup performance of one or more subgroups was among the bottom 10% of districts for Core and Weighted Performance in Elementary/Middle Schools, or Core Performance, Weighted Performance, and Graduation Rate in High Schools. This section is designed to have districts review the data of the identified subgroup(s) at the district-level and at the school-level and identify where the district and school may have been in the bottom 10 percent.

Elementary/Middle

Districts that had a **District-level** subgroup among the lowest 10% of districts for **Elementary/Middle Weighted Academic Performance** received a Level 1 for this indicator. Did any subgroups in the district receive a Level 1 for this indicator? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Economically Disadvantaged | <input checked="" type="checkbox"/> Black |
| <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Hispanic |
| <input type="checkbox"/> Students With Disability | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

1. Did the **School-level** subgroups of any Elementary/Middle Schools also receive a Level 1 for Weighted Academic Performance? If so, which one(s)?

School	Subgroup
Oswego Middle School	Hispanic

Districts that had a **District-level** subgroup among the lowest 10% of districts for **Elementary/Middle Core Academic Performance** received a Level 1 for this indicator. Did any subgroups in the district receive a Level 1 for this indicator? Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Economically Disadvantaged | <input checked="" type="checkbox"/> Black |
| <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Hispanic |
| <input type="checkbox"/> Students With Disability | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

2. Did the **School-level** subgroups of any Elementary/Middle Schools also have a Level 1 for Core Academic Performance? If so, which one(s)?

School	Subgroup
Fitzhugh Parker Elementary	ED
Oswego Middle School	SW, Hispanic and ED

High Schools

Districts that had a **District-level** subgroup among the lowest 10% of districts for **High School Weighted Academic Performance** received a Level 1 for this indicator. Did any subgroups in the district receive a Level 1 for this indicator? Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> Black |
| <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Hispanic |
| <input type="checkbox"/> Students With Disability | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

3. Did the **School-level** subgroups of any High Schools also have a Level 1 for Weighted Academic Performance? If so, which one(s)?

School	Subgroup
Oswego High School	Hispanic

Districts that had a **District-level** subgroup among the lowest 10% of districts for **High School Core Academic Performance** received a Level 1 for this indicator. Did any subgroups in the district receive a Level 1 for this indicator? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> Black |
| <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Hispanic |
| <input type="checkbox"/> Students With Disability | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

4. Did the **School-level** subgroups of any High Schools also have a Level 1 for Core Academic Performance? If so, which one(s)?

School	Subgroup

SECTION 3: ENVISION: DISTRICT'S VISION, VALUES, AND ASPIRATIONS

Districts that had a **District-level** subgroup among the lowest 10% of districts for **High School Graduation Rate** received a Level 1 for this indicator. Did any subgroups in the district receive a Level 1 for this indicator? Check all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Economically Disadvantaged | <input type="checkbox"/> Black |
| <input type="checkbox"/> English Language Learner | <input checked="" type="checkbox"/> Hispanic |
| <input type="checkbox"/> Students With Disability | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Asian | <input type="checkbox"/> White |

5. Did the **School-level** subgroups of any High Schools also have a Level 1 for Graduation Rate? If so, which one(s)?

School	Subgroup
Oswego High School	Hispanic, ED

6. When looking at the subgroups that received Level 1s for performance and graduation rate across the district, what do you notice?

We notice that the subgroups that received level 1s are repeated in each category. Our ED and Hispanic students received 1s in core academic performance, weighted academic performance and graduation rate. There is a distinct pattern.

7. When thinking about subgroup performance for your district, one of the things you will need to consider is the extent to which the identified subgroup experiences school differently than the subgroups that are not identified. When looking at the accountability levels assigned across your schools, how different are the identified subgroup's levels compared to the other subgroups?

The accountability levels of other subgroups are actually not significantly different as OSCD did not receive any subgroup ratings higher than 2. There is obviously some variance, but an observation for us as a district is that we need to improve the academic outcomes of all students.

Section 2: Listen: Considering the Perspectives of the Identified Subgroup

Districts with no identified schools will need to incorporate a way to consider the perspectives of the identified subgroup. Examples of ways this could be accomplished include student shadowing, student interviews, focus groups, roundtable discussions, and surveys that disaggregate data by subgroup. Districts can determine how best to accomplish this and may pursue alternate means not listed among the examples.

Schools identified for TSI/ATSI/CSI support models are interviewing students in advance of writing their annual plans, and Districts with schools identified for these support models are being asked to reflect on the feedback provided during student interviews as part of their DCIP. Districts without identified schools may find the Department's Student Interview resource helpful: <https://www.nysed.gov/sites/default/files/programs/accountability/activity-4-listen-interviewing-students.pdf>

How did the District seek out feedback from the identified subgroup?

Although our high school is not identified, we have developed an attendance task force at that school. As part of the work of the taskforce, one of the assistant principals did meet with as many of Hispanic students as possible to discuss/determine reasons they are not coming to school.

What did the District learn from these students?

Given that the data provided and our identified subgroup (HS Hispanic students) is based on students who are no longer in the district in many cases, we were able to gather information from a limited number of students who are still enrolled in Oswego CSD. Having said that, no student's story was the same. Some of our students didn't feel that they fit within the model of our high school or didn't feel connected to staff and students, some felt that they were too far behind in credits to be successful, some were dealing with poverty, substance abuse, mental health or other barriers that made school attendance and academic success a secondary priority.

Section 3: Envision: District's Vision, Values, and Aspirations

1. What is the District's vision?

Our school community is dedicated to equity and excellence for each student.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

This vision statement was developed in the winter of 2024 during the development of the OSCD Strategic Blueprint for Success so it truly does reflect the current beliefs and values of the District. However, additional values that are reflected in our Blueprint are:

Core Values:

We believe that we will accomplish our mission and realize our vision if we consistently focus on and model the following core values:

- **Respect:** Treat everyone with dignity.
- **Learning:** Is the foundation for a productive and a fulfilled life.
- **Integrity:** Uphold truthfulness and transparency in all interactions. Maintaining moral and ethical principles in decision-making and actions.
- **Caring:** Demonstrate empathy, compassion, and genuine concern for the well-being of all school community members.
- **Innovation:** Foster creativity, exploration, and continuous improvement in education practices.
- **Community Connections:** Foster strong connections and partnerships with the community to enhance learning opportunities and support all.
- **Collaboration:** Promote teamwork, cooperation, and synergy among educators, students, families, and community stakeholders.
- **Safety:** Prioritize creating a physically and emotionally safe environment conducive to learning and personal growth.
- **Social-Emotional Well-being:** Address and support the social and emotional needs of students through comprehensive programs and services.
- **Diversity and Inclusivity:** Celebrate diversity and ensure equitable access to educational opportunities for all students.

SECTION 3: ENVISION: DISTRICT'S VISION, VALUES, AND ASPIRATIONS

3. Review your responses to [Section 1](#) and [Section 2](#) above. What themes emerged that let you know that **you are on the right track** toward the vision, values, and aspirations of the District?

Equity and excellence, whether in building academic success, relationships, safe spaces, or dynamic learning environments.

4. Review your responses to [Section 1](#) and [Section 2](#) above. What themes emerged that let you know that **you still have work to do** toward the vision, values, and aspirations of the District?

None

Section 4: Putting it all Together

Review your responses to Sections 1, 2, and 3 to identify 3 to 5 Priorities for the 2024-25 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2024-25?	We will consistently implement an evidence-based framework for teaching, assessing and addressing student behavior.
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This Priority helps support (indicate all that apply)

- What was learned from our review of recent data (Section 1)
- Themes from Students (Section 2)
- The District's Vision (Section 3, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 3, Question 2)

Priority 2:

What will the District prioritize to extend success in 2024-25?	We will prioritize improved academic outcomes for all students.
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This Priority helps support (indicate all that apply)

- What was learned from our review of recent data (Section 1)
- Themes from Students (Section 2)
- The District's Vision (Section 3, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 3, Question 2)

Priority 3:

What will the District prioritize to extend success in 2024-25?	We will prioritize increasing student attendance through increased student, family and community engagement.
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This Priority helps support (indicate all that apply)

- What was learned from our review of recent data (Section 1)
- Themes from Students (Section 2)
- The District's Vision (Section 3, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 3, Question 2)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2024-25?	
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SECTION 4: PUTTING IT ALL TOGETHER

This Priority helps support (indicate all that apply)

- What was learned from our review of recent data (Section 1)
- Themes from Students (Section 2)
- The District's Vision (Section 3, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 3, Question 2)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2024-25?	
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This Priority helps support (indicate all that apply)

- What was learned from our review of recent data (Section 1)
- Themes from Students (Section 2)
- The District's Vision (Section 3, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 3, Question 2)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2024-25 DCIP, please take into consideration your reflection on recent data, the District's vision, values, and aspirations, and what the District learned when listening the identified subgroup to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at:

<https://www.nysed.gov/accountability/improvement-planning> when writing their plans. Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2024-25 DCIP.