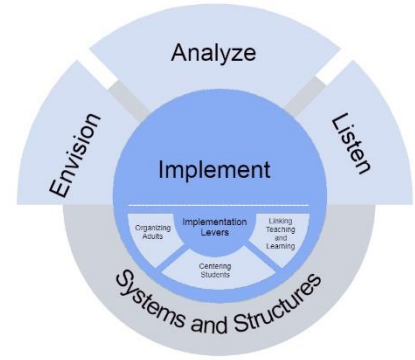# New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

DCIP Planning Document for 2024-25 DCIP

District
Mexico Academy and Central 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.

Contents

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
Example: Districtwide student survey data	*44% of students agreed that they do not feel challenged in class*
NYS Regents Data	MACS underperformed NYS proficiency rates in English (68% vs. 77%), Earth Science (56% vs. 65%), Physics (65% vs. 68%), Global History & Geography II (68% vs. 74%) and US History (74% vs. 80%). Data also indicated low percentages of students achieving Level 4 or 5 performance on Regents exams in the content areas listed above, while high percentages of students achieved a Level 1 or 2.
NYS 3-8 ELA and math testing data	28% of MACS students in grades 3-8 achieved proficiency on the ELA exam in 2022-23 vs. 48% student proficiency in NYS. (-20% gap)

[1]Byrk, 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

	31% of MACS students in grades 3-8 achieved proficiency on the NYS math exam in 2022-23 vs. 52% student proficiency in NYS. (-21% gap)
Aimsweb/iReady Data	AimswebPLUS K-2 data indicated 43% proficiency in ELA composite measures based on setting the local target at 40% and K-2 math indicated 55% proficiency in composite measures based on a setting the local target in aimsweb PLUS at 40%. Grades 3 and 4 iReady ELA EOY Proficiency data was 28% for ELA and 24% for math. The Oral Reading Fluency proficiency measure for grades 3 and 4 in aimswebPLUS was 44%. In grades 5-8 iReady ELA proficiency was 20% and iReady math proficiency was 16%.
Chronic Absenteeism Data	37% of HS students, 29% of MS students, and 23% of elementary students were chronically absent vs. The NYS target of 10%.
Course Failure Rate (HS and MS)	At the HS 11% of students failed 2 or more courses and at the MS 14% of students failed 2 or more courses.
Hanover Culture and Climate Survey	o 45% of students agreed that they like school o 38% of students agreed that they enjoy learning o 39% of students agreed students are motivated to learn. o 42% of students agreed students get excited to learn new things. o Students identified bullying based on disabilities (8%), gender identity (10%), and physical appearance (19%). o 51% of students agree3d that students at school follow rules. o 57% of students agreed that the school develops students' ability to manage emotions.

[1]Byrk, 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.

☐ Economically Disadvantaged   ☐ Black
☐ English Language Learner   ✔ Hispanic
☐ Students With Disability   ☐ Native American
☐ Asian   ☐ 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
Mexico 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.

☐ Economically Disadvantaged   ☐ Black
☐ English Language Learner   ✔ Hispanic
☐ Students With Disability   ☐ Native American
☐ Asian   ☐ 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
Mexico Middle School	Hispanic
Mexico Middle School	Economically Disadvantaged

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.

- ✓ Economically Disadvantaged
- ☐ English Language Learner
- ☐ Students With Disability
- ☐ Asian

- ☐ Black
- ☐ Hispanic
- ☐ Native American
- ☐ 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)? N/A**

School	Subgroup

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. **N/A**

- ☐ Economically Disadvantaged
- ☐ English Language Learner
- ☐ Students With Disability
- ☐ Asian

- ☐ Black
- ☐ Hispanic
- ☐ Native American
- ☐ 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)? N/A**

School	Subgroup

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. <mark>N/A</mark>

☐ Economically Disadvantaged ☐ Black
☐ English Language Learner ☐ Hispanic
☐ Students With Disability ☐ Native American
☐ Asian ☐ White

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

School	Subgroup

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

When viewing ESSA data for the district and individual buildings at the Elementary/Middle and High School level, it is evident that Mexico CSD has widespread opportunities for improvement for all students and subgroups. We have many 2's that are leaning closer to a 1 than a 3, so we see an overarching need to address student performance overall rather than just within a specific subgroup.

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?**

All students and economically disadvantaged subgroup are also areas of concern in addition to the Hispanic/Latino district subgoup.

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?
The district sent a climate and culture survey out to all students in grades 5-12.   In evaluating the survey data: o 45% of students agreed that they like school o 38% of students agreed that they enjoy learning o 39% of students agreed students are motivated to learn. o 42% of students agreed students get excited to learn new things. o Students identified bullying based on disabilities (8%), gender identity (10%), and physical appearance (19%). o 51% of students agree3d that students at school follow rules. o 57% of students agreed that the school develops students' ability to manage emotions. We followed up on this data from the student surveys by conducting student interviews that explicitly targeted digging deeper into specific examples and reasons why students responded this way. The student groups were heterogeneous and had representation from all ESSA subgroups.
What did the District learn from these students?
Students consistently reported that racism exists in our schools through inappropriate verbal discourse between students and bullying and harassment was reported regarding physical appearance, gender identity and disability. Specific scenarios and examples were shared by students. We also learned that students are engaged in learning that includes partner work, choice, and hands on activities. Lecture and worksheets are not preferred.

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

1. What is the District's vision?
The District's mission is, "Educate and motivate our students to be successful, responsible citizens."   The District's vision is, "Recognized as a school district that inspires excellence and leadership in all."
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?
Our core beliefs state: o We put students first   o All students can learn.   o WE provide a safe, secure environment for all.   o Collaboration among students, staff, families and the community is essential to our success.   o Our schools are the heart of our community.   o We value creativity and innovation.,   o We lead with honesty and integrity.   o Our supportive and rigorous learning environment nurtures the whole child.   o All are treated with dignity, respect and compassion,
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?
Our district has strong and focused building and strategic plans that target engaging students in challenging curriculum and instruction, addressing the comprehensive SEL needs of all students, managing our resources responsibly, and partnering with all stakeholder groups to build collaborative and supportive relationships.
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?
District wide there is a need for differentiation to have all students successfully access the learning standards within Tier 1 curriculum. Our vision discusses inspiring excellence and leadership in all, so as a system we need to listen to the voices of all stakeholder groups to best meet the social, academic, and emotional needs of every student.

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?	Increase NYS 3-8 and NYS Regents Scores

This Priority helps support (indicate all that apply)

    X What was learned from our review of recent data (Section 1)
    X   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?	Deliver high-impact instructional strategies that are aligned to priority standards.

This Priority helps support (indicate all that apply)

    ☐x What was learned from our review of recent data (Section 1)
    ☐x Themes from Students (Section 2)
    xThe 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?	Implement a comprehensive multi-tiered system of behavioral and academic support K-12.

This Priority helps support (indicate all that apply)

    ☐x What was learned from our review of recent data (Section 1)
    ☐x 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?	N/A

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?	N/A

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.