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# Oneida City School District Reorganizational Plan

2019-2020

March 2019

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# Rationale

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The Oneida City School District has seen a dramatic increase of students and families that need various support services including academic, social, emotional, health, and welfare needs.

- Our student population has fallen by 25% in the past 10 years, with our enrollment shrinking to 1900 students.
- The District's graduation rate has fallen to 73%, seven points below the state standard of 80%.
- Our community has seen a dramatic increase in poverty over the last decade, with 54% of our students considered economically disadvantaged and 23% of our students living in poverty.

The changing dynamics within the school district in regards to increasing poverty, declining enrollment, low graduation rate, increase crime and violence, and a drug use epidemic is necessitating the district to look at a new administrative structure to improve student learning outcomes and help students reach their fullest potential. Oneida City School District needs to provide a more responsive organization of our administrative staff.

# Rationale

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Our student population has fallen by 25% in the past 10 years, with our enrollment shrinking to 1929 students.

|               | 2012-2013   | 2013-2014   | 2014-2015   | 2015-2016   | 2016-2017   | 2017-2018   | 2018-2019   |
|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Elementary    | 980         | 975         | 966         | 953         | 913         | 878         | 837         |
| Middle School | 520         | 505         | 471         | 466         | 488         | 460         | 452         |
| High School   | 711         | 699         | 712         | 674         | 621         | 610         | 565         |
|               | <b>2211</b> | <b>2179</b> | <b>2149</b> | <b>2093</b> | <b>2022</b> | <b>1948</b> | <b>1929</b> |

# Rationale

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The District's graduation rate has consistently been below the state standard of 80%.

| Year      | All students 4 year grad. rate | Students with Disabilities 4 year grad. Rate | Economically Disadvantaged 4 year grad. Rate |
|-----------|--------------------------------|--|--|
| 2017-2018 | 76%                            | 52%  | 64%  |
| 2016-2017 | 73%                            | 36%  | 65%  |
| 2015-2016 | 72%                            | 31%  | 57%  |
| 2014-2015 | 76%                            | 30%  | 58%  |
| 2013-2014 | 73%                            | 48%  | 57%  |
| 2012-2013 | 76%                            | 37%  | 54%  |

# Rationale

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Our community has seen a dramatic increase in poverty over the last decade, with 54% of our students considered economically disadvantaged and 23% of our students living in poverty.

|                               | 2012-<br>2013 | 2013-<br>2014 | 2014-<br>2015 | 2015-<br>2016 | 2016-<br>2017 | 2017-<br>2018 | 2018-<br>2019 |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <b>Free/reduced<br/>lunch</b> | 39.50%        | 41.29%        | 44.99%        | 48.57%        | 50.21%        | 50.70%        | 54.0%         |

# Proposed structure

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Superintendent

Assistant Superintendent for Finance

**Administrator for Curriculum, Instruction, & Assessment**

Administrator for Technology and Special Programs

**Executive Principal**

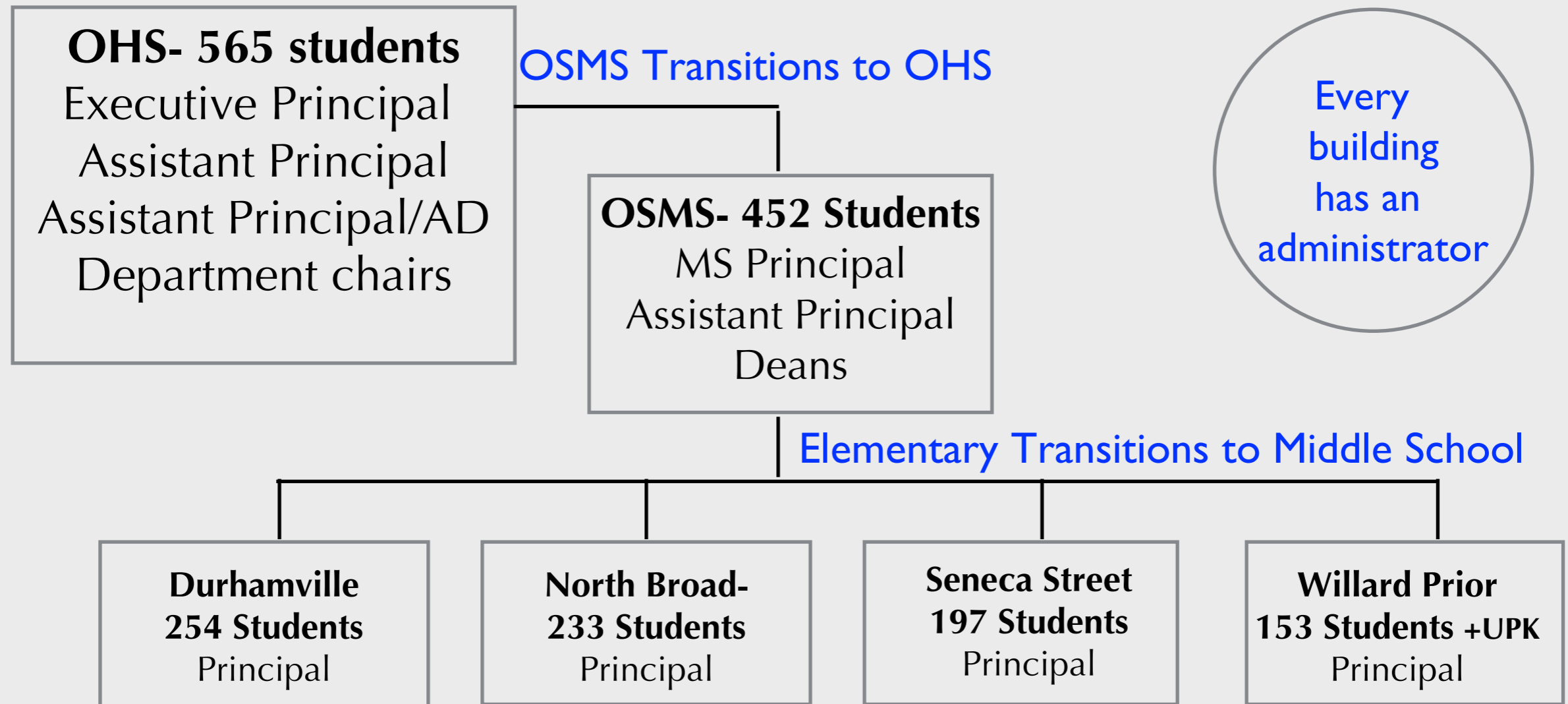
Middle School Principal

Four Elementary Principals

Three Assistant Principals/ Athletic Director

# Proposed structure

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# Proposed structure

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## **Executive Principal**

- The Executive Principal will be at the HS. The Executive Principal will spend time during the day working solely on HS issues.
- The Executive Principal will NOT replace the building administrators in the MS or Elementary buildings.
- The Executive Principal will NOT be the educational leader of the MS or Elementary buildings. They EP will NOT do discipline in other buildings or teacher observations.
- Additionally, the Executive Principal will work on planning and implementation of K-12 systems that will help students be more prepared for HS in the areas of SEL, transitions, school climate/student engagement, career and college readiness, and attendance.
- The Executive Principal and the building administrators will collaborate frequently with the use of technology (go to meetings) to make significant system change K-12.

# Specifics of proposed structure

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## **Administrator for Curriculum, Instruction, & Assessment**

- Administrator for Curriculum, Instruction, & Assessment will have less duties. The Superintendent will pick up additional duties.
- Department chairs will play an instrumental role in assisting teacher with curriculum and instructional change.
- Administrator for Curriculum, Instruction, & Assessment will work with building administrators to prepare our staff for the changes with the curriculum from State Education (ELA, Math, Social Studies, and Science are changing)
- Administrator for Curriculum, Instruction, & Assessment will work with both building administrators and teachers to introduce new instructional methods and plan for professional development throughout the district.

# Executive Principals and Leadership

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What do other Superintendents say about the effectiveness of the model?

- “It has helped our district head in the right direction.”
- “We have made continual gains in graduation rate.”
- “The connectivity between the EP and the other administrators is the connecting link to look at overarching goals.”
- “The role of the EP is not static, it continually is adjusted and changed to meet the needs of the district.”

# Executive Principals and Leadership

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What do other Superintendents say about the effectiveness of the model?

- “The EP has assisted with transitions and barriers were changed to help students be more successful.”
- The EP leadership has allowed the district to shift how we focused our resources to support students.”
- “We need to start looking at how the EP can help at the elementary so we do everything we can to ensure success when they enter 9th grade.”
- “We have adjusted the roles of the EP based on who is in the position.”

# Executive Principals and Leadership

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## **What do other Superintendents say about the effectiveness of the model?**

- “The EP is an umbrella that provides high level collaboration with other administrators to effect change.”
- “The EP has implemented SEL programs across grade levels and assisted with integration into building.”

## **What does the NYS Education Department say about the effectiveness of the Executive Principal model?**

- Oneida City School District was approved by the NYS Education Department to pursue a different model of leadership that included a K-12 Executive Principal

# Leadership Matters

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## What does research say about improving graduation rates?

- Freshman success is key to improving graduation rates
- Freshman are more likely to make it to graduation if they can adjust to the HS
- Collective responsibility for academic success across a district is essential- The culture of 'everyone helps kids be successful'
- Establishing high expectations for all and across all grade levels is one key to closing achievement gaps and raising overall achievement for all students

# Leadership Matters

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## What does research say about improving graduation rates?

- Systems change of check and connect decrease drop out rates, truancy rates, increases credit accrual, and school completion.
- Systems change of focus on career and college readiness programs that start as early as grade 4 improved attendance, test scores and being on track to graduate.
- High achieving school districts have changed and redesigned the school organizational charts and job descriptions
- School leadership is only second to teacher quality in terms of importance when improving school outcomes

# Timeline Extended

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- **January 8-** BOE meeting 1<sup>st</sup> discussion about reorganizational plan and feasibility
- **February 12-** BOE meeting 2<sup>nd</sup> discussion about reorganizational plan and feasibility
- **March 12-** BOE meeting 3<sup>rd</sup> discussion about reorganizational plan and feasibility

**BOE will discuss extending the deadline tonight**

# Questions from the Board of Education