State Monitor

Academic Work Plan

Rochester City School District

FY 2020 - FY 2025

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State Monitor

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Introduction

Background Information on the Rochester City School District

The city of Rochester is located in upstate New York. The city sits on the southern shore of Lake Ontario. The Genesee River bisects the city. Rochester is the third most populous city after New York City and Buffalo. Rochester is located in Monroe County. The city is part of a region known for science, technology, research, and development. The University of Rochester and the Rochester Institute for Technology along with notable smaller colleges like St. John Fisher College also support the economy of the city and region.

Just over 63% of the city's residents are from historically underrepresented and marginalized cultural groups, making Rochester one of a growing number of so-termed 'minority-majority' cities in the United States. This stands in stark contrast to suburban Monroe County, where non-White cultural groups make up 13.4% of the population (i.e., 86.6% non-Hispanic white). This contrast in racial and ethnic strata reflects severe socioeconomic disparities. Colleges also support the economy of the city and region. Rochester is also known for its poverty. According to *Rochester 2034*, a 15-year comprehensive plan to improve Rochester, published by the Mayor's Office, over a quarter (25.1%) of full-time earners in Rochester make less than $25,000. While the city of Rochester accounts for only 28.1% of the population in the County, it accounts for 61.4% of the County's people in poverty. The services needed by such a disproportionate number of families in need creates a strain on the limited resources of the school district.

The Rochester City School District (RCSD) services 31,334 students, including a growing population of charter school students. The population of the school district is composed almost entirely of students of color, with Black students making up 53.1%, Hispanic / Latino students making up 32.7% of the student population, White students comprising 9.6%, and Asian students representing 2.9% of the RCSD student population. Rochester has seen the growth of communities of Bhutanese, Nepalese, and Sudanese, among other immigrant groups moving to Rochester as part of refugee resettlement programs. RCSD students speak 65 different languages. There are 3,716 teachers and administrators supporting students and their families in 55 Pre-K sites, 46 schools, and 10 alternative programs.

Figure 1 below shows student performance on the Mathematics and the English Language Arts State Assessments given to students in grades three through eight in the state of New York. The gap in performance between students attending RCSD schools and students attending schools throughout the state has remained statistically the same for over twenty years. Despite changes in federal mandates, state standards, and state assessments, students in RCSD have consistently performed below their peers. The state assessments represent only one tool to measure proficiency, however, performance hovering near 10% represents approximately 90% of the students in classrooms across the city unable to meet or surpass state standards in Mathematics and English. This sobering data drives district decisions in areas like academic interventions, chronic absenteeism, special education, staffing, school designations, school choice, charter school enrollment, resource allocation, and high school performance.

Figure 1. Academic Trends in RCSD

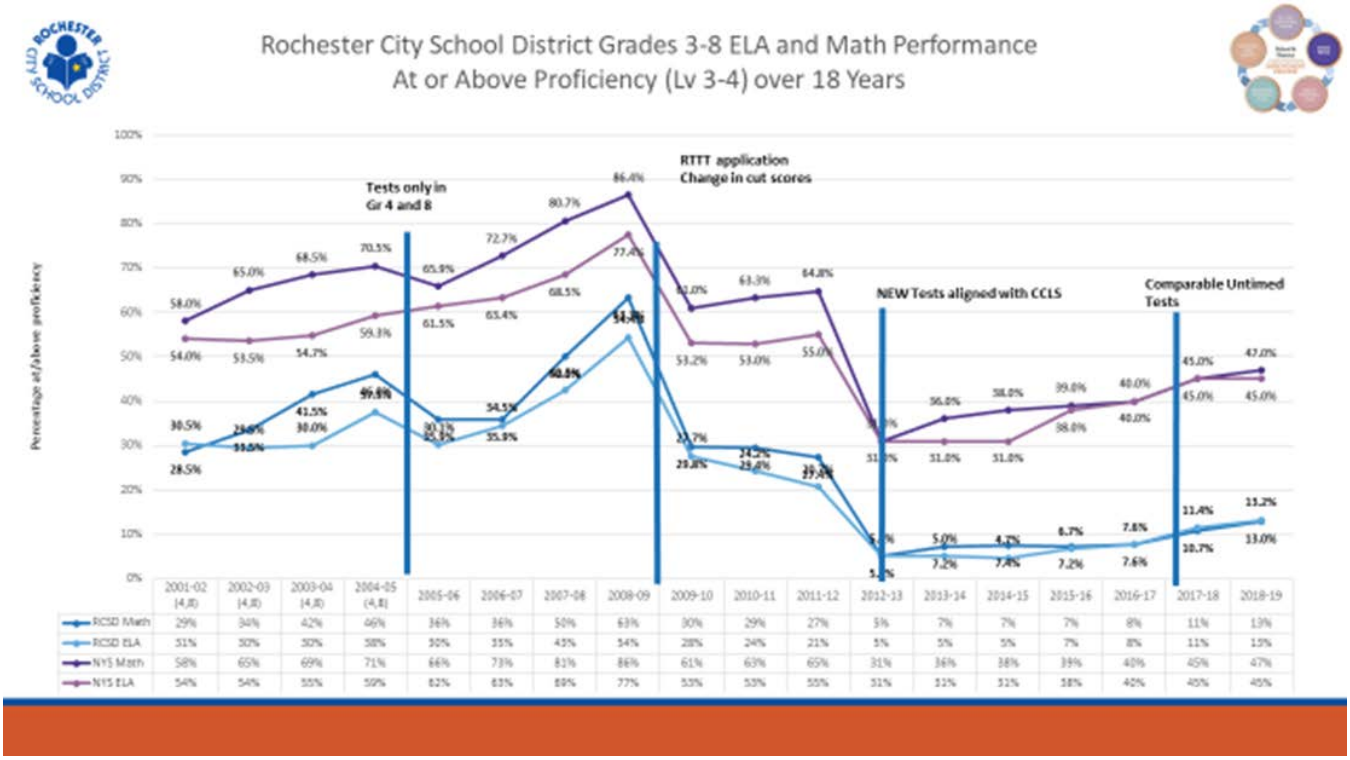


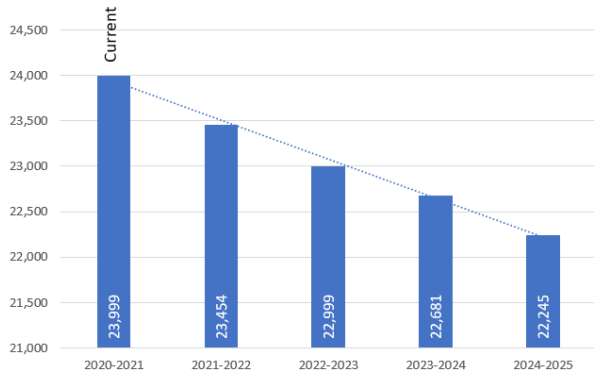
Figure 2 below projects the student enrollment for the next 5 years. Student enrollment in the District has been declining for over ten years. When focusing on where the decline is the greatest, there is an alarming trend that will require a systemic approach to address. The chart identifies a cohort of 1902 grade 8 students currently attending RCSD schools, next year that grade 9 cohort class size balloons to 2708. The following year the cohort of grade 10 students will be reduced to 1938. The projection for this same cohort of students would be 1397 students becoming seniors. An RCSD student in grade 8 this school year will attend grade 12 with 500 fewer students in 2025. The loss could equate to being retained in a grade, not earning sufficient credits to progress to the next grade, dropping out, or moving out of the District. What this data could represent is compounded by a graduation rate ranging from 25% to 100%, throughout the District, depending on which RCSD school the student attends.

Figure 2. Enrollment Trends with Academic Impact in RCSD

Student Enrollment – Current & Projected *

Grade	Current	Projected (Fiscal Year)			
	2021	2022	2023	2024	2025
Kindergarten	1,921	1,754	1,845	1,907	1,899
1	1,862	1,959	1,788	1,882	1,944
2	1,850	1,787	1,880	1,716	1,806
3	1,773	1,786	1,725	1,815	1,657
4	1,950	1,736	1,749	1,689	1,777
5	1,813	1,783	1,587	1,600	1,545
6	1,991	1,773	1,744	1,553	1,565
7	1,942	1,890	1,683	1,656	1,474
8	1,902	1,892	1,841	1,639	1,613
9	2,539	2,708	2,692	2,620	2,333
10	1,724	1,818	1,938	1,927	1,875
11	1,325	1,218	1,283	1,368	1,361
12	1,405	1,353	1,243	1,310	1,397
Ungraded	-	-	-	-	-
Total K-12	23,996	23,454	22,999	22,681	22,245

** 2018 Live Birth Data not yet released, so only 4-year projection is available*



The projected 4-year enrollment of academic years 2022-2025 shows a continuous downward trend, by a cumulative amount of over 1,700 students, or 7.4%.

Role of the State Monitor

The Rochester City School District (RCSD) has been struggling for more than a decade, with six superintendents in conjunction with many local and state efforts to improve its performance. As a result, Chapter 56 of the Laws of 2020 required Commissioner Shannon Tahoe to appoint a Monitor to the Rochester City School District to provide oversight, guidance, and technical assistance related to the academic and fiscal policies, practices, programs, and decisions of the District, the Board of Education, and the Superintendent. The State Monitor began on May 26, 2020. The responsibilities of the Monitor include the following:

1. Serve as a non-voting ex-officio member of the Board.
2. Assist the Board in adopting a conflict of interest policy that ensures board members and administrators act in the District's best interest.
3. Work with the Board to develop a proposed academic improvement plan and proposed financial plan for the District no later than November 1, 2020, for the 2020-2021 school year and the four subsequent school years.

The role of the State Monitor Work Plan is to direct and guide the improvement of designated outcomes as a coordinated effort, working with all stakeholders; especially the newly appointed Dr. Lesli Myers-Small, Superintendent. Dr. Myers-Small was hired before the appointment and arrival of the State Monitor. Dr. Myers-Small, however, must be held accountable to fully implement the Superintendent Receiver powers as defined by Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new

section of State Education Law (§211-f) pertaining to School Receivership. If that doesn't happen, an Independent Receiver and/or remedies should be appointed/applied as allowed for by the Law.

The contextual differences between Dr. Myers-Small's former school district and RCSD require a more hands-on approach than the intent of the position of State Monitor may require. *The State Monitor believes that it is highly unlikely that anyone can adequately be prepared to course-correct and accelerate improvements* when RCSD has had nine former superintendents, (interim and permanent), over the last ten years; and the cumulative effect of prior decisions impacting current and future operations. The magnitude of these decisions made prior to our collective arrival cannot be underscored because the financial ramifications associated with those actions have a significant impact on the State Monitor's recommendations in conjunction with the Superintendent's ability to strategically navigate the complexities.

Finally, although a financial plan will be forthcoming under separate cover, the recent discovery of 201 MOUs and MOAs is currently being reviewed by the Auditor General. The review will not be completed prior to plan submission, and the State Monitor reserves the right to make adjustments to the Academic Plan upon receipt.

Organization of the Work Plan

The State Monitor's Work Plan is derived from an evidence-based theory of change called the *Four Domains of Rapid School Improvement.* The State Monitor's Work Plan report is divided into seven (7) sections:

1. Introduction
2. Organization of the Work Plan
3. Methodology for Data Collection
4. Theory of Change for District Improvement
5. Findings and Recommendations by Domain
6. Conclusion
7. Appendices

Each section is hyperlinked in the Table of Contents for ease in maneuverability.

Methodology for Data Collection

The State Monitor began the development process with a review of the status of recommendations contained in the Distinguished Educator's Report (November 14, 2018) issued by Dr. Jaime Aquino, the former Distinguished Educator for Rochester City School District. (See Appendix B for Dr. Aquino's Report.) Based upon a belief that the foundation for building upon the work of the Distinguished Educator should be an evidence-based theory of change, the State Monitor has elected to use the *Four Domains for Rapid School Improvement* to organize the plan and provide recommendations.

Participatory Action Research formed the heart of data collection for both the Academic and Financial components of this plan. The Monitor took a three-pronged approach to data collection. Data was initially gathered through actively participating in the daily work activities of central office staff members. Second, purposive sampling was used to identify individuals internal and external to the organization to participate in interviews and focus groups. Finally, district documents and other artifacts related to district business were examined. Active Monitor participation involved multiple meetings with various combinations of Executive Cabinet Members and Board Officers as follows:

- Executive cabinet meetings.
- Board Officers' meetings with the superintendent.
- Superintendent, chief financial officer, chief operations officer, general auditor, and the two deputy superintendents.
- Newly appointed executive director of grants and the district clerk.

During those meetings, the Monitor presented on the following topics during multiple cabinet meetings, the cabinet retreat, and the leadership summit: Implementation Science and Data-Driven Decision Making. The State Monitor regularly reviewed contracts and resolutions and recommended modifications prior to final execution. The State Monitor participated in meetings to negotiate key vendor contracts, such as for transportation. The State Monitor offered support to the Directors of Mathematics and English Language Arts during the final stages of developing curriculum frameworks.

The State Monitor shadowed the newly hired Chief Financial Officer (CFO) for the first three weeks of her tenure. The State Monitor supported the Board commissioners by participating in meetings to help commissioners with the structure and content of upcoming committee meetings of the whole. The State Monitor also participated in interviews for the following positions: Deputy of Teaching and Learning, Deputy for Student Support Services, Chief Academic Officer, and Chief Financial Officer. Twice weekly since early June 2020, the State Monitor has actively participated in all Board deliberations.

The second data collection method used was through individual interviews and focus groups. Participants were selected based on staff recommendations, affiliation, or oversight within the district, persons who volunteered to be interviewed, and persons identified in documents from previous reviews of the district. Multiple informal interviews were conducted with RCSD and external partners as documented in the following tables.

Document analysis comprised the third data collection source. The Monitor reviewed a wide variety of documents created between 2015 and 2020 that included documents referenced in the Distinguished Educator's report as well as reports submitted to the Rochester Board of Education, which can be found in Appendix C.

Table 1. Summary of RCSD Interviews Conducted

STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Superintendent	**20+**	Directors	**10+**
Executive Directors	**15+**	Board of Commissioners	**15+**
Principals/Assistant Principals	**8+**	Chiefs	**30+**
Teachers	**4+**	Staff (e.g., transportation staff, food services staff, technology staff, support staff)	**30+**

Table 2. Summary of Focus Group Stakeholder Meetings

STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Parents, Students With Interrupted Education (SIFE)	***2***	Chamber of Commerce	**1**
Parent Leaders Training Institute (PLTI)	***2***	High School Principals	**1**
Principals	**3**	Assistant Principals	**1**

Table 3. Summary of External Stakeholder Meetings

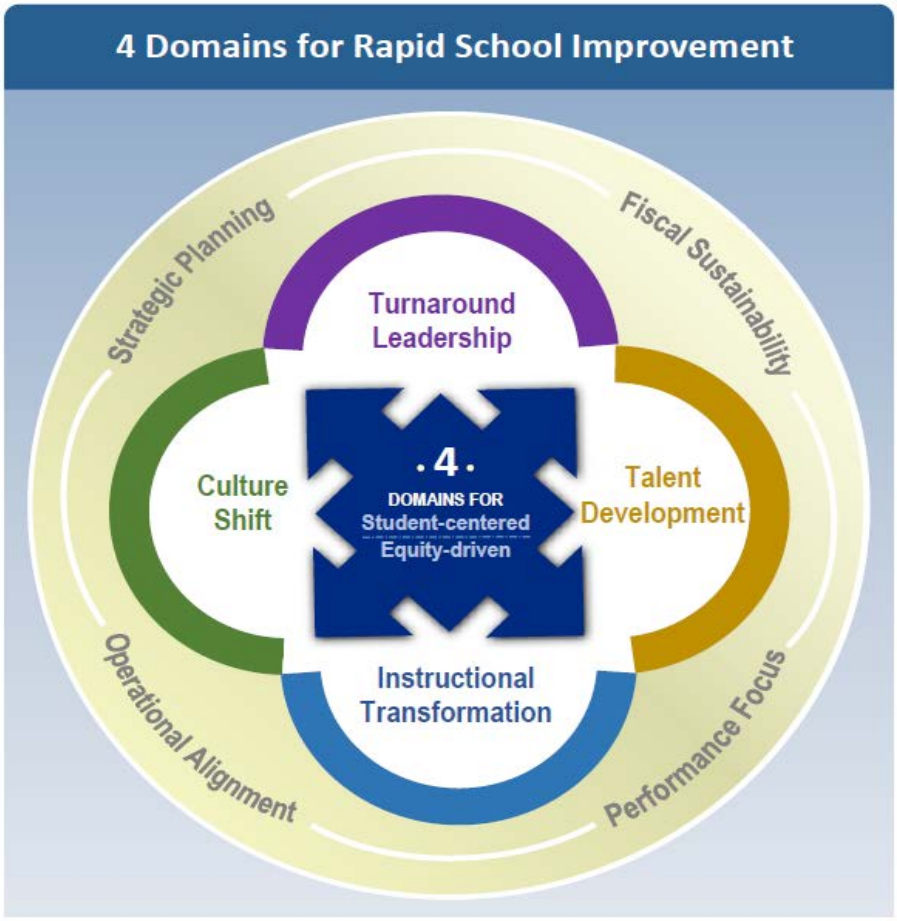
STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Urban League, Dr. Hawkins, CEO	**1**	Assemblymember, Harry Bronson	**7**
Center For Youth (Rochester Community-Based Organization)	**2**	Georgetown University Finance Support	**1**
ROC the Future	**3**	Board of Regents Vice Chancellor T. Andrew Brown	**2**
Action for Education Equity, Laura State Monitor	**1**	St. John Fisher College, Dr. Sam Walton, Dr. Maples, Dr. Dingus, Dr. Perry, Dr. Stevenson	**2**
The Children's Agenda, Eamonn Scanlon	**2**	State Education Development	**6**
Office of State Controller, Dan Winkler, Kim Goerlich	**7**	Conference of Big 5 School Districts, Jennifer Pyle	**6**
Regent Wade Norwood	**2**	Board of Cooperative Educational Services (BOCES_, Monroe 1 and 2	**5**
Race, Equity, and Leadership, Members and former employees	**2**	ECG Engineers	**1**
STAKEHOLDER	**NO. MEETINGS**	**STAKEHOLDER**	**NO. MEETINGS**
CFOs other NY school districts	**5**	Executive Leadership. other NY school districts	**6**
Corn Hill Neighborhood residents	**2**		

Theory of Change for District Improvement

The Center on School Turnaround at WestEd (CST) developed a framework to assist states, districts, and schools in leading and managing rapid improvement efforts. The *Four Domains for Rapid School Improvement* identifies critical schooling practices in four domains - Turnaround Leadership, Talent Development, Instructional Transformation, and Culture. (See Figure 3) Constructing a cohesive research-based Academic Plan requires a research-based framework with a proven track record of delivering results if followed with integrity. In addition to the four domains of Turnaround Leadership, Talent Development, Instructional Transformation, and Cultural Shift that comprise the WestEd Framework, the State Monitor has added to her plan a fifth domain, System, Resources, and Structures that focuses on the underlying operational processes that are critical to success.

The State Monitor modified by adding a fifth domain called *System, Resources and Structures* to WestEd's framework that serves as a cog in the wheel formed by the four domains that focus on the underlying operational processes impacting instruction in general and other non-academic functions that impact teaching for learning and student readiness as precursors to excellence. In other words, the Systems, Resources, and Structures domain is an integral component contained within the four domains of Turnaround Leadership, Talent Development, Instructional Transformation, and Culture.

Figure 3: Four Domains for Rapid School Improvement



Strategic Planning, Fiscal Sustainability, Performance Focus, and Organizational Alignment are both processes and outcomes serving as drivers and are aligned and linked to Domain 5.
The State Monitor believes that this new plan format provides for a cohesive unifying document easily digestible by all stakeholders. The interdependency of all roles, (Board, Central Officer, and Schools) and subsequent decision-making by each organizational unit embraces the Federal Schools Improvement program which states:

- A successful school (district, added for emphasis) turnaround requires a systems approach with coherent guidance and support from the state and district to complement the actions of the school; and

- A successful school (district, added for emphasis) turnaround is more than the initial jolt of bold changes in structure, authority, and personnel; it includes phases in which effective practices and processes are routinized and sustained.

Findings and Recommendations by Domain

Following the issuance of the Distinguished Educator report in 2018, the RCSD began responding to the findings and proposed recommendations contained in the report. The current district administration submitted a status report to the School Board on October 22, 2020, regarding the district's progress in implementing the recommendations contained in the report. A copy of that presentation can be found in Appendix A. The State Monitor also considered the continued relevance of the Distinguished Educators' findings and incorporated those that remained relevant to the five-year plan. Appendix B contains a link to the Distinguished Educator report and a table indicating the status of recommendation therein. While some progress has been made, few recommendations have been completed in its entirety.

The State Monitor's 67 findings and 53 recommendations have been organized in Tables 4 through 13. Recommendations have been grouped based on the estimated year of implementation and completion over the next three years. After working with staff, listening to district constituents, reviewing documents, and examining student data, the Monitor has identified seven (7) takeaways from these early experiences in the district:

1. RCSD at all levels of the organization must make a long-term commitment to focusing resources on the acceleration of student achievement in the District.
2. RCSD at all levels of the organization must make a long-term commitment to redirect resources away from programs, practices, and partners that have been unable to demonstrate evidence of producing positive outcomes in the areas of teaching and learning. This will be critical in order to make resources available to implement the recommendations contained in this report.
3. RCSD has been challenged to execute programs and plans fully; therefore, district and school leaders would benefit from training on the core components of implementation science.
4. RCSD must collect and examine accurate, reliable data to measure teaching and learning in every classroom, which would accelerate student outcomes throughout the District.
5. RCSD must provide equitable resources to keep a diverse student population engaged in the lifelong learning cycle.
6. RCSD must expand the definition of district success beyond the singular notion of graduation rates to incorporate the concept of college, career, and civic readiness.

RCSD must re-establish the non-negotiable practice of regularly communicating expectations and holding every level of the organization responsible and accountable for student success.

Table 4: Findings for Turnaround Leadership Domain

No.	Finding	Type of Finding
1	Board Commissioners frequently ask the administration tough, but pertinent questions, but administrators are not always readily available to provide timely data to address their concerns. Commissioners continue to ask questions; however, although present, administrators often struggle to clearly communicate responses to questions from the Board.	**Distinguished Educator Carried Over Finding**
2	Racial tensions and mistrust are catalysts for the friction that exists among Board members. The Board has previously acknowledged the need to improve group dynamics and minimize the underlying racial tension that exists among the group, but outbursts at recent Board meetings suggest little progress has been realized in the area of collegiality and respect. Training for Board Commissioners has been scheduled to address this challenge.	**Distinguished Educator Carried Over Finding**
3	The DE found District leadership was more focused on operational issues than on instruction. The State Monitor continues to find district leadership more focused on operational issues, in addition to social-emotional issues, rather than instruction. The hiring of highly qualified individuals for Chief Academic Officer and Deputy Superintendent for Teaching and Learning should begin to refocus the District on student outcomes for academics.	**Modified Distinguished Educator Finding**
4	District leadership has not committed to a turnaround strategy for schools identified for Receivership, Comprehensive Support and Improvement (CSI), or Targeted Support and Improvement (TSI).	**State Monitor Finding**
5	Board leadership has recently established SMART Goals in the following areas: 1) Improve financial condition of RCSD 2) Increase academic achievement and 3) Equity. See appendix for full description of Board goals.	**State Monitor Finding**
6	The Board has not effectively fulfilled its essential function of holding the Superintendent accountable for results. Though a process exists for evaluating the Superintendent, it is not consistently followed. For example, clear and measurable goals based on defined leading and lagging indicators were not in place prior to the beginning of the school year.	**Distinguished Educator Carried Over Finding**
7	The Board convenes monthly for a business meeting. The Board, as suggested by the State Monitor, has returned to convening six Committees of the Whole (COW): Audit, Governance, Policy, Excellence in Student Achievement, Community and Intergovernmental Relations, and Finance.	**Modified Distinguished Educator Finding**
8	District leadership has not committed to a turnaround strategy for schools identified for Receivership, Comprehensive Support and Improvement (CSI), or Targeted Support and Improvement (TSI).	**State Monitor Finding**

Table 4: Findings for Turnaround Leadership Domain Continued		
No.	**Finding**	**Type of Finding**
9	Many RCSD Board policies have not been reviewed or updated. An excerpt from the June 2, 2020 minutes of the Policy Committee of the Whole indicated the committee would be focusing on the review and updating of the Code of Conduct, the Student Attendance Policy, the Purchasing Policy, Academic Intervention Services (AIS), as well as the Student Data Policy. General Counsel called attention to other policies that may not have been updated in several years and that the Committee would eventually be reviewing as well for potential updates.	**State Monitor Finding**
10	The Board uses BoardDocs, an online platform that gives the public access to relevant information related to Board business. The Board fails to optimize the full capacity of the Board DOCs platform even though the District is paying for the service, which would reduce the current labor of Board staff. Board DOCS can increase efficiency with modules that allow Board staff to schedule committee meetings, conduct evaluations, and create minutes and agendas.	**State Monitor Finding**
11	Central Administration managers would benefit from executive leadership training in the following areas: ▪ Project management ▪ Customer Service ▪ Budgeting ▪ Human Capital Management ▪ Organizational Change Management ▪ Implementation Science ▪ Improvement Science	**State Monitor Finding**
12	The RCSD School Board and the superintendent have not finalized the goals to be used to evaluate the performance of the superintendent.	**State Monitor Finding**

Table 5: Recommendations Turnaround Leadership Domain and Evidence		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
YEAR ONE		
1	The district leadership shall develop and have approved by the Board of Education standard operating procedures (SOP) for professional development, including the protocol for onboarding new board members, which shall be fully implemented by December 30, 2020.	1. Board resolution adopting standard operating procedures. 2. Beginning January 31, 2021, submission by the district to the Monitor no later than 30 days following a new board member taking office of artifacts demonstrating that the new board member has been on-boarded in accordance with all elements of the SOP.
2	The District leadership shall establish a protocol for regularly reviewing resolutions prior to presentation to the Board for action. The protocol shall include a thorough review of the content of the resolution and the implication of the action being requested as it relates to academics, finance, and equity. The protocol shall also include answers to anticipated questions from the Board Commissioners. District leadership shall conduct a quarterly review of resolutions that were successfully approved by the Board. These resolutions can be used as examples for training purposes. These examples shall also be used during the orientation of new leaders into the District.	1. By January 31, 2021, and every year thereafter a schedule for resolutions to appear before the appropriate committee prior to presentation to the full Board. 2. By January 31, 2021, create a new calendar for resolution development that includes a specific time to conduct a final review of all resolutions prior to submission to the Board clerk for inclusion in the Board resolution packet. 3. Artifacts demonstrating implementation shall be made accessible for review by the State Monitor:
3	All Board meetings shall be conducted in strict accordance with Roberts Rules of Order.	1. Documentation shall be collected every time legal counsel invokes the need for the Board to follow Robert's Rules of Order. This shall be implemented immediately. 2. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: ▪ Annual training at the first Board meeting on Robert's Rules of Order ▪ RCSD counsel serving as Parliamentarian Documentation of Violations of Robert's Rule of Law by Commissioners.

Table 5: Recommendations Turnaround Leadership Domain and Evidence Continued		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
4	The Board shall incorporate racial bias training into the onboarding process for new Board Commissioners and the professional development plan for all Board Commissioners.	Included in the Standard Operating procedures for onboarding new Board Commissioners by January 31, 2021.
YEAR ONE		
5	The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies.	1. The Policy Committee Chair shall present a protocol for reviewing Board policies during a Policy COW scheduled no later than December 30, 2020. 2. Policies shall be presented as action items monthly at the Policy COW meetings beginning March 1, 2021. 3. Legal counsel shall present any new policies or regulations from the NY State Education Department, and any other federal, state, county, or city government agencies on an as-needed basis. 4. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: ▪ Protocol for reviewing Board policies ▪ Policy COW meeting minutes
6	All Board Goals shall be SMART: specific, measurable, attainable, relevant and time-based	1. **SMART** goals shall be posted on the District website beginning no later than January 1, 2021. 2. The Board goals shall remain current on the District website at all times and updated yearly. 3. The Board goals shall be available in the languages most frequently spoken in the District. 4. The Board goals shall be posted prominently throughout the District, including the Board room at the central office

7	A multi-year Executive Leadership Professional Learning Plan to be implemented beginning with the 2021-2022 school year.	A copy of the multi-year Executive Leadership Professional Learning Plan shall be developed and submitted to the State Monitor by May 15 of each school year for inclusion in the District Budget for the subsequent school year
8	Development of the Superintendent's evaluation process by The Board shall be completed and submitted to the State Monitor on or before September 30, 2020, and by September 30 annually thereafter. The Board shall begin evaluating the Superintendent immediately upon completion	A copy of the standard operating procedure for Superintendent evaluation provided to the State Monitor on or before September 1st of each school year.
9	Superintendent evaluation should be initiated no later than 30 days following the first day of school each year.	Evaluation schedule and goals should be ready for review by October 10 or 30 days after the first day of school, whichever comes first.
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
YEAR TWO		
10	Although work has been done to reduce the number of Board meetings, during the month of September 2020 the RCSD Board conducted 10 Board meetings. The volume and frequency of the various Board meetings justify the full utilization of BoardDocs. This will allow the Board to: 1. Record votes 2. Enter meeting minutes 3. Display meeting information to an audience during board meetings 4. Load agenda items using advanced document workflow technology An additional service extension (additional cost required) called BoardDocs Plus would allow the Board to manage separate meetings for multiple boards or committees	5. Board shall begin utilizing more components of Board Docs with full implementation of all components by August 30, 2021. 6. Board shall reduce the number of monthly executive sessions compared to the previous year, beginning September 1, 202
MULTI-YEAR		
11	Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner's Regulations 100.19.	Implementation of the laws and regulations should be examined with an intent to exercise the powers of the superintendent by September 2021.

Table 6: Findings for Talent Development Domain		
NO.	**FINDING**	**TYPE OF FINDING**
1	In the last four months, there will have been three different individuals responsible for leading the Human Resources Department. Previously the DE Report recorded that there are multiple views regarding the process for selecting principals. As one interviewee noted, "The process is evolving." The DE Report also posited that hiring, retention, and promotion decisions are subject to external influences. This is evident during the school board deliberations. The State Monitor agrees this continues to be an issue between the administration and the school board. For example, school board members recently debated the hiring of another Director of African American Studies despite the lack of outcomes, specifically a curriculum after two years of employment. School board members directly expressed a willingness to only hire a school board member based on race. With a new Chief of Human Resources approved to begin working for RCSD, the process will continue to evolve.	**Distinguished Educator Carried Over Finding**
2	Although some progress was initiated during professional development provided by the district before the beginning of the school year, as reported by the Distinguished Educator, the professional development needs of paraprofessionals and teaching assistants continue to receive little attention**.**	**Distinguished Educator Carried Over Finding**
3	Principals report two major concerns. First, school leaders engage in recruiting, interviewing and selecting candidates for their schools who often end up being employed in other schools. Second, school leaders often engage in progressive discipline, including the required paperwork, only to often be told by the legal department that the school leader will lose against a powerful teachers' union. Many administrators could recall incidents when teachers were not held accountable for ineffective teaching or egregious acts against students. A sense of hopelessness permeates the ranks of the school leaders regarding their ability to effectively address the negative impact of ineffective or abusive teachers in their buildings.	**State Monitor Finding**
4	Chiefs of Schools are responsible for the supervision of schools in three zones of the city. Each chief provides professional development to and communicates with their schools in different ways. This is a source of frustration and confusion for school leaders. They believe they are at the mercy of their chief's interpretation of directives from the superintendent's cabinet. This also perpetuates inconsistency in the execution of directives and procedures throughout the district.	**State Monitor Finding**

Table 6: Findings for Talent Development Domain Continued

NO.	FINDING	TYPE OF FINDING
5	Chiefs of Schools are responsible for the supervision of schools and programs in three zones of the city. Each zone represents a minimum of twenty schools and programs. Chiefs support the zones without sufficient resources to grow and support high functioning school leadership teams within each school in each zone. Many of the zones include designated schools (i.e., TSI, CSI and Receivership Schools that require additional customized support. The addition of a Deputy Superintendent for Teaching and Learning shall provide the necessary oversight, to maximize supervision	**State Monitor Finding**
6	There is no evidence the training received by teachers and administrators has had any impact on the quality of teaching and learning in the district. As noted in the Distinguished Educator Report, "professional learning experiences are not routinely developed based on a needs assessment." There is no indication the district is adhering to a multi-year, data-driven professional development plan for all staff engaged in the teaching and learning process. A collective bargaining agreement allows teachers to participate in any professional learning experience of their choice.	**Modified Distinguished Educator Finding**
7	RCSD has failed to fully implement the Annual Professional Performance Review (APPR for at least the last three years. The RCSD APPR is not easily found on the website. Information about annual calibration requirements and the identification of individuals and their certification as a lead or independent evaluators is readily available	**State Monitor Finding**
8	RCSD teachers of color comprise 20.4% of the teaching staff. Further disaggregation of this data reveals the range of percentages for teachers of color amongst RCSD schools ranges from 3% to 38%, including four schools with the percentage of teachers of color in the single digits.	**State Monitor Finding**

Table 7: Recommendations for Talent Development Domain

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	YEAR ONE	
1	Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the district.	1. By February 1, 2021, submit to the State Monitor a plan to create and update the SOP of each department in the 4th quarter of every year. 2. The first cycle of plans shall be created and submitted for review by cabinet members by June 1, 2021. The cycles shall continue on a quarterly basis**.**
	YEAR TWO	
2	Reorganize Office of Human Capital operations by keeping existing titles/positions and moving people through reassignments and transfers and develop a new organization chart to address District priorities as follows: ▪ Staff Relations ▪ Recruitment & Selection ▪ Staff & Educator Effectiveness Create a talent management plan to properly support and develop all staff, with a focus on succession planning, particularly for key leadership roles. Change Chief of Human Resources title to Chief of Human Capital, or Chief Human Capital Officer Clarify, reset and establish a human capital branding, including clarification of the role of the Chief Human Capital Officer (CHCO)	The District administration shall adhere to the following: 1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021. 2. Organization charts are updated and appear on the district and school websites by August 15 of each year. 3. New talent management plan by July 2021. 4. Implementation of new talent management plan by September 2021. 5. Creation of a reorganized Department of Human Capital

3	Develop a standard operating procedure and subsequent training program on progressive discipline of employees. Document an aggregate of all disciplinary actions in a monthly report to the executive cabinet for review and potential Board action.	1. Submit final draft of SOP for progressive discipline to Monitor by April 2021. 2. State Monitor should review a redacted aggregate of employee progressive discipline records on a bi-weekly basis effective July 1, 2021.

Table 7: Recommendations for Talent Development Domain Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	YEAR TWO	
4	Update the comprehensive professional development plan, and a companion program evaluation instrument aligned to the new RCSD Strategic Plan, to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students to include: ▪ Effective leadership and teaching practices ▪ Turn Around Leadership Actions and Competencies. ▪ Management Skills ▪ Data utilization for resource allocation and academic achievement ▪ Behavioral support ▪ Support for diverse student populations. ▪ Change Management ▪ Community Outreach and Engagement	The District administration shall adhere to the following: 1. Submission of an annually updated systematic professional development plan by May 1 for the subsequent school year. 2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year. 3. Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Ensure supervisors provide regular, meaningful, clear, and timely feedback aligned with performance goals; 4. Effective January 1, 2021 program evaluation indicators shall be used quarterly to measure the impact of programs.

Table 7: Recommendations for Talent Development Domain Continued		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
MULTI-YEAR		
5	Develop and fund a leadership academy for central office leaders. Develop and fund a leadership academy for aspiring school leaders.	The District administration shall adhere to the following: 1. Include a budget line for two leadership academies in the 2022-23 school year budget. 2. A copy of the goals, purpose, scope of work and evaluation tool submitted to the State Monitor for review and approval for each academy by February 2021 and annually each February thereafter. 3. Evaluations and progress reports from each academy submitted to the Monitor for review quarterly throughout the duration of each academy. 4. Final report of each academy submitted for evaluation by the State Monitor at the conclusion of each academy.
6	Develop a clear, rigorous, and turnaround leadership competency-based selection process for administrators, placing final hiring authority with the Superintendent. Establish a robust central office hiring process to produce the best candidates and select the most competent and qualified candidate based on pre-established criteria.	Implementation Plan that minimally includes the following for presentation to the HR COW by May 30, 2021: ▪ recruitment strategy ▪ competency-based selection process ▪ pipelines and partnerships with colleges, universities, and other organizations locally, regionally, and nationally ▪ financial and non-financial incentives to attract and retain diverse talent Monitor shall serve as an observer during the selection process for leaders at the central office, principal, and assistant principal levels, effective immediately.

Table 7: Recommendations for Talent Development Domain Continued		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
7	Full implementation of the Annual Professional Performance review (APPR).	1. Full adherence to all components of the APPR shall be initiated effective immediately 2. Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources. The calendar shall be made accessible to the State Monitor. 3. Annually, by October 1, a randomly selected review of redacted evaluations shall be conducted each month by the State Monitor, CAO and Chiefs of Schools.
8	Establish Zone Offices led by Chiefs of Schools with staff to support schools within each zone.	1. By December 30, 2020, Deputy of Teaching and Learning shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations**.** 2. By April 15, 2021, the Task Force shall share recommendations for new Zone configurations. 3. By May 2023, funding for Phase I of a Board approved implementation plan to change the geographic configuration and the staffing of RCSD Zones shall be included in the district budget.
9	Establish a biweekly meeting with an academic district leadership team representing the offices responsible for finance, enrollment, placement, accountability, human capital and institutional technology to discuss staffing allocations and projections.	Monitor will attend, preview agendas and monitor outcomes from meetings, effective immediately.

Table 8: Findings for Instructional Transformation Domain

NO.	FINDING	TYPE OF FINDING
1	Outdated textbooks are used by RCSD students in at least two of the four core content areas. Science and Social Studies textbooks have copyright dates of 2002. New York State assessment standards have been modified twice since the copyright dates of the science and social studies books used by teachers and students. The information contained in these books is not aligned to the standards being tested on NY State assessments.	**State Monitor Finding**
2	Collective bargaining agreements limit instructional observations which creates challenges in conducting timely evaluations of staff.	**State Monitor Finding**
3	A student is considered chronically absent if they are absent 10% or more of enrolled attendance days. During the 2019 school year RCSD recorded chronic absentee rates between 58% and 68% for high school students and between 35% and 48% for students in grades 1 through 8.	**State Monitor Finding**
4	Collective bargaining agreements are currently a barrier to instructional accountability. All MOUs and MOAs shall be negotiated to maximize opportunities for instructional accountability.	**State Monitor Finding**
5	The Department of the Chief Academic Officer (CAO) is under resourced. Currently the following staff report to the CAO: ▪ Executive Director of Professional Learning ▪ Executive Director of Health, PE and Athletics ▪ Direct of English Language Arts ▪ Executive Director of Early Childhood Education ▪ Director of Social Studies and Community Services Learning ▪ Director of Mathematics ▪ Director of Visual Art and Performing Arts ▪ Instructional Director of Library and Media Services ▪ Director of Career and Technical Education (CTE) (vacant) ▪ Director of Science(vacant) ▪ Director of Careers in Teaching Poor academic achievement across the District requires a fully resourced team of highly qualified content specialists prepared to lift the quality of curriculum, instruction and assessment for all content areas and all student populations,	**State Monitor Finding**

	including students within the special education and bilingual education programs.	
NO.	**FINDING**	**TYPE OF FINDING**
6	The Chief of Schools are under resourced. Currently. three Chiefs of Schools and two administrative assistants are expected to supervise and support schools in a district with over 60 schools and programs, including 16 schools designated by the NY State Education Department for being among \the persistently lowest performing schools in the State.	**State Monitor Finding**
7	The District does not implement a systemic Response To Intervention (RTI) program, which is in violation of New York State Education Commissioner's Regulations	**State Monitor Finding**
8	Achievement outcomes for the district remain statistically unchanged and continue to lag State averaged. The mathematics proficiency rate during the 2019 for RCSD students in grades 3 through 8 was 13%. During the same period the mean math percentile, or the average growth of RCSD students to similar students across the State showed a decline.	**State Monitor Finding**
9	Achievement outcomes for special education students attending district schools remain statistically stagnant and continue to lag State averages. The percentage of students with disabilities who performed at or above proficiency on the NY State ELA assessment in grades 3-8 increased by 1% between 2018 and 2019. In 2019, 3% of students with disabilities performed at or above proficiency on the State assessment.	**State Monitor Finding**
10	Achievement outcomes for students attending bilingual programs in district schools remain statistically stagnant and continue to lag the State average. The percentage of ELL students who performed at or above proficiency on the NY State English Language Achievement Tests (NYSESLAT) proficiency assessment increased by 1% between 2018 and 2019. In 2019, 4% of ELL students performed at or above proficiency on the State assessment.	**State Monitor Finding**
11	Although graduation rates appear to be improving, other metrics indicate high school instructional programs in the District are not adequately meeting the needs of students. The graduation rate gap between students who are and are not low-income is 20%s. The graduation rate for low-income students was 60% during the 2019 school year. The graduation rates for the 2018-19 school year amongst RCSD high schools ranged from a low of 29% in one high school to a high of 93% in another high school.	**State Monitor Finding**
12	A RCSD systemic theory of action for turning around low performing schools has not been established. A reorganization of the Accountability Department, along with new leadership has recently been instituted.	**State Monitor Finding**
13	Professional development is not aligned and linked to strategic district needs. Teacher freedom to "opt-out" contractually targeted capacity building.	**State Monitor Finding**

NO.	FINDING	TYPE OF FINDING
14	There is little evidence disaggregated student achievement data is routinely used to inform instructional decisions. The use of formative and summative assessments aligned to NY State Standards in literacy and numeracy was not evident.	**State Monitor Finding**
15	Student attendance and performance in the RCSD summer school program, according to staff records, had low student attendance and low student pass rates. Only 21% of the students successfully completed courses taken. Students were allowed to enroll in up to four courses. The cost to repeatedly offer the same courses while students continue to fail requires a review of all instructional programming throughout the year, including the Extended School Year (ESY).	**State Monitor Finding**

Table 9: Recommendations for Instructional Transformation Domain

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	YEAR ONE	
1	The district shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.	1. A cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet, effectively immediately. 2. All MOAs and MOUs related to any of the collective bargaining units shall become an agenda item at the HR Committee of the Whole, effectively immediately. 3. All MOAs and MOUs that have an impact on the teaching and learning process and the District finances shall be presented to the Board for discussion, effective immediately. 4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. 5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.
2	Research and evidence-based achievement acceleration strategies (e.g., curriculum compacting, reading, and writing across the curriculum, mastery testing) shall be	1. Implement approved RTI plans by March 1, 2021 2. By April 1, 2021, implement a process, approved by the Deputy for Teaching and Learning, for a monthly

	employed to increase successful participation in dual enrollment and other advanced placement course offerings.	report of student performance data for each school to Chiefs and the Monitor. 3. Increase the frequency and quality of the cycle of observations and actionable feedback in all classrooms.

Table 9: Recommendations for Instructional Transformation Domain Continued		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
YEAR ONE		
3	Consolidate Multi-Language Learner (MLL) and English as a New Learner (ENL) into one Department, Bilingual Education, and World Languages. The (BEWL) shall report to the CAO. Include training on special education and BEWL as part of core training for all administrators and teachers. (English Learner Tool Kit, Commissioner's Regulations Part 154.	The District administration shall adhere to the following: 1. By September 2021**,** create a new Department of BEWL under the supervision of the CAO**.** 2. Starting July 1, 2021, hold all school and district leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data of special education classrooms as part of an instructional rounds protocol; conducted monthly by Chiefs. 3. By September 2021, implement the recommendations from the Judy Elliott Special Education Report submitted to the Board and administration in April 2017.
4	Create a course of studies that includes an update of policies for curriculum and instruction.	By February 2021, the district administration shall submit the first draft of the RCSD Secondary Course of Studies to the ESA COW and State Monitor for review.
5	Revamp the RCSD Summer School Program	By March 1, 2021, the administration shall develop for implementation, a new plan for summer school programming that outlines the following: ▪ Summer School Purpose and Goals ▪ Budget ▪ Target student population ▪ Eligibility to participate ▪ Program Structure (virtual, blended, brick & mortar)

		▪ Staffing Structure and Process ▪ Instructional Design ▪ Instructional Materials ▪ Grading Policies and Protocols ▪ Leadership Structure ▪ Supervision Protocols ▪ Program Evaluation ▪ Communication Plan ▪ Student Registration Plan
6	Implement a yearly training for school counselors that includes technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy Design and CTE counseling.	By July 2021, the administration shall implement yearly training for school counselors. Artifacts for review by the State Monitor to demonstrate district implementation may include, agendas, student schedules, and transcripts.
YEAR TWO		
7	Restructure the office of the Chief Academic Officer to the extent possible as follows: The four core content areas each have two directors; 1 for elementary and 1 for secondary. The Director of CTE reports to the CAO, no longer reports to a single high school. The Director of BEWL reports to the CAO. The instructional personnel from special education who support instruction will be reassigned to the CAO. The budgets from Bilingual Education and Special Education will be apportioned to the office of the Deputy for Teaching and Learning. Consolidation of the Academy Director position with the existing Director of CTE role and report to CAO.	1. The Office of the CAO shall be restructured by August 1, 2021. 2. Artifacts to support implementation will be organization charts and the RCSD budget. State Monitor will review reports of grant funds monthly beginning immediately.

	The Director of BEWL will report to the Deputy of Teaching and Learning. Are there any SPED admin roles that will move to T/L along with the instructional personnel in SPED? We should probably specify this in #7 All grant funding related to the improvement of student academic outcomes will be approved through the Deputy of Teaching and Learning.	
8	A student is considered chronically absent if they are absent > 10% of enrolled attendance days. During the 2019 school year, RCSD recorded chronic absentee rates between 58% and 68% for high school students and between 35% and 48% for students in grades 1 through 8.	1. By September 1, 2021, all school leadership teams shall be trained on the Power school Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking. 2. By January 31, 2021, the Superintendent shall initiate a feasibility study to dismantle or modify the RCSD Managed Choice Policy completed October 1, 2021. 3. Superintendent shall complete the transition of elementary schools to the neighborhood community model schools, contingent on recommendations of a feasibility study by September, 2023.
9	Establish a comprehensive assessment program to measure levels of proficiency for content standards, English Language acquisition, reading level, and college and career metrics.	1. Approve a RCSD comprehensive assessment program by April 2021. 2. All assessment tools included in the new assessment program shall be included in the 2021-22 RCSD budget.

Table 9: Recommendations for Instructional Transformation Domain Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	MULTI YEAR	
10	Update all district curriculum materials.	1. By April 2021, present a multi-year curriculum adoption schedule to the ESSA COW that shall include a cost analysis. 2. By July 1, 2021, present the final adoption schedule as a resolution to the Board 3. By December 30, 2020, the COO and the CAO shall present to the Superintendent a plan and budget for

		removing all dated curricular materials from schools and storage spaces. 4. Create and implement a curriculum adoption plan to provide students and teachers with updated curriculum materials beginning September 2021 through June 2025
11	Full implementation of the Annual Professional Performance Review (APPR).	1. Implementation of the APPR shall begin immediately for the 2020-2021 school year. 2. By August 30, 2021, each school and department shall submit an evaluation calendar. 3. Beginning no later than October 1, 2021,a random monthly review of redacted evaluations, (teacher and principal) shall be conducted by the State Monitor, HCI, CAO, and Chiefs, of Schools to ensure full implementation of the district's APPR plan.
12	Revamp the high school selection process to: 1) Become more family and student-friendly 2) Include more family and student involvement 3) Better align with the budgeting and staffing schedule Develop a comprehensive, user-friendly, course of studies that clearly outlines all the necessary information for users to chart the instructional pathways offered by the district to ensure successful on-time graduation, resulting in a college and career-ready graduate. Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure. Create a portfolio of high school programming based on need, interest, and industry outlooks. Create a year-long Virtual Academy as a school for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses.	The District administration shall adhere to the following: 1. By January 30, 2021, submit the first draft of a revised RCSD high school selection process to the Instructional Council and the Monitor. 2. Submit a second revised draft to the ESA committee by April 2021. 3. By June 2021, submit to the Board for consideration a resolution approving the implementation of a revised high school selection process. 4. Begin to implement the new selection process starting with students who first enter grade 9 in Fall 2022. 5. By November 2021, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor. 6. By November 2021, submit a final draft of the RCSD Course of Studies to the Board for approval for full implementation in fall 2022. 7. By September 2022, establish and submit the core components of a freshmen academy in each high school. 8. Begin establishing a portfolio of school programming by cohorts of schools. Cohort I Completed by August 2021, Cohort II completed by August 2023, Cohort II completed by August 2025. 9. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy. 10. By August 2023 implement an RCSD portfolio of high school programming.

13	All future collective bargaining agreements, including MOAs, MOUs will be negotiated by a team of negotiators led by the CFO, CHR, and Deputy of Teaching and Learning	A multi-year negotiation strategy shall be established by the negotiation team and presented to the Superintendent by October 15th of every year.
14	Restructure Central Office by reducing staff and reassigning key staff positions to schools and zone offices. This will provide greater resources in better alignment with school needs. This will also improve the timeliness of responses to school needs. This will help to alleviate reported frustration from school level teachers and administrators regarding the support received from the Central Office. Zone offices shall include content specialists trained using a research or evidence based coaching model.	1. By December 30, 2020, Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations**.** 2. By May 15, 2021, the Task force shall share recommendations for new Zone configurations. 3. Phase I of a Board approved implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023-24 RCSD budget.
15	Establish a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools.	The District administration shall adhere to the following: 1. By February 2021, identify Problems of Practice as areas of focus for low performing schools. 2. By May 2021, establish professional development and support for schools aligned to the identified problems of practice. 3. Establish monitoring tools and schedule for classroom visits to facilitate the observation and feedback cycle. The data shall be analyzed biweekly and submitted for review by the State Monitor. This process shall begin Fall 2021. 4. Establish a forum for school and district leaders to examine benchmark data related to problems of practice on a 4 - 6 week basis. This process shall begin immediately. 5. Beginning September 2021, maintain a dashboard of leading indicators for all schools. Require school chiefs to report on the progress of their zone schools once a month at cabinet meetings. The Superintendent shall fully implement the Superintendent Receiver powers as defined by Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) pertaining to School Receivership. If that doesn't happen, an Independent Receiver and/or remedies should be appointed/applied as allowed for by the Law.
16	Hold all District personnel accountable for student performance outcomes	1. Schedule of evaluations should be developed on or before August 2021.

		2. All personnel should be evaluated on a yearly basis. 3. All personnel shall have performance goals aligned to student outcomes.

Table 10: Findings for Culture Shift Domain		
NO.	**FINDING**	**TYPE OF FINDING**
1	A disproportionate number of Black students face extreme consequences for minor infractions in school. The district has taken multiple steps to address this concern. A revised draft of the Code of Conduct had been presented to the Board for review. The onset of the pandemic, resulting in the District adopting a virtual education model, has highlighted the need for further revision of the Code of Conduct to reflect potential infractions in a virtual learning environment**.**	**Distinguished Educator Carried Over Finding**
2	The Distinguished Educator Report noted that too often, responses to trauma were inadequate. The State Monitor posits this has improved. During the pandemic, school and district employees rallied together to make sure families were supplied with food, Chromebooks and Wi-Fi to support the needs of Rochester children and their families. RCSD collaborated with local agencies and CBOs to provide safe places throughout the city for students to attend during the first ten weeks of virtual learning. RCSD staff also provided support throughout the community in the wake of two tragedies that garnered national attention.	**Distinguished Educator Carried Over Finding**
3	Although Multi-Tiered Systems of Support is mentioned on the district website, there has been no evidence demonstrating that RCSD has a systemic framework for implementing a Multi-Tiered Systems of Support with fidelity and uniformity.	**State Monitor Finding**
4	Programs highlighted on the district website emphasize the social and emotional support for youth based on race. Less support is documented for youth based on culture, sexual orientation, language or disability.	**State Monitor Finding**
5	Systemic training has been offered to staff in the areas of restorative practices and culturally responsive teaching strategies. The new RCSD Strategic Plan continues to address this area for district improvement by its inclusion as a priority area for the district for at least the next five years.	**Modified Distinguished Educator Finding**
6	Plans have been initiated to rebuild the Parent Advisory Council (PAC). PAC will have membership representing each of the 60 schools in the district. Bylaws for PAC have been forwarded to the superintendent for review and approval.	**Modified Distinguished Educator Finding**

7	A new Parent Engagement Plan is being developed to align with the new RCSD Strategic Plan. The plan is being developed with support from the Parent Leadership Training Institute (PLTI). There is a systemic need to define parent engagement in RCSD. The connection between engaged parents, student enrollment, student behavior, chronic absenteeism and academic outcomes is not evident throughout the organization. The job descriptions for parent liaisons and home school assistant job descriptions are dated and do not include responsibility to support School Based Planning Teams. RCSD elected to meet this requirement by establishing School Based Planning Teams in every school according to 8NYCRR 100.11(b). Principals supervise parent liaisons and home school assistants, but the level of accountability for ensuring these staff members are performing duties to support parents is unclear.	**State Monitor Finding**

Table 11: Recommendations for Culture Shift Domain

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	YEAR ONE	
1	Systemic adherence to the NY State Education Commissioner Regulation for Response to Intervention. (RTI), is an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators. Discipline data shall be examined across various disaggregated groups to ensure that classroom management is facilitated through quality instruction given by culturally competent teachers.	The District administration should adhere to the following: 1. Include training to school leadership teams on the requirements for implementing Response to Intervention beginning immediately. 2. Require each school to submit a RTI plan to school Chiefs for review and approval by January 31, 2021.
2	Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language or disability.	All district websites shall be updated with a position statement about, cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language or disability. All websites shall be updated by January 1, 2021.
3	Complete the Parent Engagement Plan.	1. By January 15, 2021, the Parent Engagement Plan shall be

		incorporated as an addendum into the District Strategic Plan. 2. By February 1, 2021 Parent Engagement Standard Operating Procedures are developed for approval and shall be distributed to school and central office leaders.
4	Continue the process of increasing membership in the PAC. Increase visibility and partnership between PAC, District leadership, and the schools	1. Bylaws for PAC shall be approved by the Board by March 1, 2021. 2. By March 15, 2021, guidelines for facilitating a Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) shall be forwarded to principals and Chiefs. 3. Each school in the district shall have an active PTO or PTA 4. Superintendent shall start having regularly scheduled PAC meetings starting April 1, 2021.
5	Update job descriptions of parent liaisons and home school assistants.	1. Beginning January 1, 2021, Chiefs shall review quarterly documentation of goals for each parent liaison and home school attendant 2. Principals shall conduct evaluations of parent liaisons and home school assistants in accordance with collective bargaining agreement, 3. Develop success metrics for parent liaisons and home school assistants.to measure performance 4. Starting March 1, 2021, the Executive Director of Parent Engagement shall review bimonthly the following for parent liaisons and home school assistants: a. Evaluations b. Minutes from School Based Planning Teams c. Minutes from PTO or PTA meetings d. Documentation, including evaluations from all parent meetings and training

Table 12: Findings for Systems, Resources, and Structures Domain

NO.	FINDING	TYPE OF FINDING
1	The District's financial and HR system has not been properly upgraded since 2008 and requires significant custom programming to obtain output of reports and functionality. When tested for accuracy, the reports have been found to contain erroneous information. The report can only be created by a small select group of individuals. These staff members continually write programs to try and make the system functional. The status of the financial management system is such that the manufacturers of the system refuse to provide support for the system, forcing the District to spend additional funding with a third-party vendor to maintain the system	**State Monitor Finding**
2	Many RCSD Board policies have not been reviewed or updated with regular consistency. An excerpt from the minutes of the Policy Committee of the Whole scheduled on June 2, 2020 indicated the committee would be focusing on the Code of Conduct, the Student Attendance Policy, the Purchasing Policy, AIS Compensatory services as well as the Student Data Policy for review and update. General Counsel called attention to policies that may not have been updated in several years and that the Committee would eventually be reviewing as well for potential updates.	**State Monitor Finding**
3	The student information management system (SIMS) has not been fully implemented. All necessary staff members have not been adequately trained. There is evidence a comprehensive implementation plan was not executed with fidelity for the launch of the system in the District.	**State Monitor Finding**
4	The District administration has instituted the use of "patches" to customize the SIMS. Micro programs are written to customize the SIMS. This practice can result in a challenge similar to that currently faced by the District with the financial management system. Manufacturers of management systems can refuse to service their systems when too many patches are written for their system. The District would be forced then to find a third-party vendor to service the SIMS, because the manufacturer would no longer support a system with added programs or patches. This has already occurred with the Financial Management System. The District's failure to pay for routine updates and the multiple patches written for the system by RCSD personnel has resulted in multiple third-party vendors hired to maintain the system. The practice of writing patches also results in individual RCSD staff members elevating themselves to sole service providers within the District. These individuals become the only individuals able to work on various modules in the system because they are the individuals who wrote the program or patch within the system.	**State Monitor Finding**
5	RCSD is overstaffed with teachers and administrators. Ancillary school programs are often led by principals. The average student to teacher ratio in the district is between 9 to 14:1. Collective bargaining agreements indicate a range between 25:1 to 28:1.	**State Monitor Finding**

Table 12: Findings for Systems, Resources, and Structures Domain Continued		
NO.	**FINDING**	**TYPE OF FINDING**
6	A standard operating procedure to assign personnel where guidelines are provided are not implemented with consistency. A careful redistribution of resources following children would reduce the risk of over staffing.	**State Monitor Finding**
7	A review of 201 MOUs and MOAs reveals a troubling pattern of contract extensions outside of normal negotiations that have had far reaching fiscal implications from 2015 to the present. The net result appears to be financial obligations that resulted in multi-year deficits about which Board members were not aware.	**State Monitor Finding**
8	Changes in personnel at the central office and school levels for multiple years have impeded effective program evaluation. Grant funded initiatives are terminated and appear to be immediately absorbed into the operating budget without return on investment analysis to determine efficacy.	**State Monitor Finding**
9	There are 9 different school configurations in RCSD. They include: ▪ Pre-K - 6 ▪ Pre-K - 8 ▪ K - 6 ▪ K - 8 ▪ K - 12 ▪ 6 - 8 ▪ 7 - 8 ▪ 7 - 12 ▪ 9 - 12 The multiple school configurations have contributed to the underutilization of school buildings, which leads to greater facilities and operations costs. Multiple grade configurations impede vertical articulation and collaboration between schools. The current district model impedes the ability to conduct student cohort data analysis as a strategy to improve student outcomes.	**State Monitor Finding**
10	RCSD pays over $40,000 in dues to remain a member district of the Council of Great City Schools (CGCS). However, the district is rarely a participant in the research produced by the Council that provides valuable information to urban school leaders. One example is the Managing for Results publication from CGCS. This publication provided information to districts about managing operations and finance in urban districts. The publication also identified member districts that were exemplars in each area measured in the study.	**State Monitor Finding**
11	The Managed Choice Policy, in which fewer than half of the district's families participate, has contributed to higher transportation costs, higher chronic absenteeism, and an inequitable and inefficient student placement process.	**State Monitor Finding**

Table 12: Findings for Systems, Resources, and Structures Domain Continued		
NO.	**FINDING**	**TYPE OF FINDING**
12	The State Monitor concurs with the need to create comprehensive operating protocols and procedures that do not exist currently for the Specialized Services Department. The Specialized Services Department is in the process of developing updated protocols and procedures. Clearly defined procedures, including desk procedures to specify how to perform daily responsibilities, should be formalized. Protocols and procedures should be comprehensive, clear, detailed and current to ensure consistent application with internal and external regulatory requirements. Written formalized protocols and procedures that align with Commissioner's Regulations Part 200 should be established for all of Specialized Services, including the referral process, parental consent, evaluations, Committee on Special Education meetings, annual reviews and re-evaluations, due process, Individualized Education Programs, (IEP) IEP Direct, timelines and deadlines.	**Auditor General Carried Over Finding from 2016**
13	Inconsistencies continue to be noted in the quality of information received and activities performed across schools and personnel in the area of special education, as noted in the Auditor General's Report from 2016. Differences continue in the referral process, evaluation process, scheduling, parental consent, status tracking, documentation, annual review, related services and other operating practices. Clarity surrounding each functional role and required activities that must be performed should be documented and enforced. Defined roles, responsibilities and deliverables will facilitate consistency in operations. Consistent roles across schools will simplify processing and provide efficiency in overall operations. Clearly define and document roles, responsibilities and deliverables for each role in the Special Education process. Specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators and Directors. Implement procedures to Monitor and provide feedback to facilitate compliance.	**Auditor General Carried Over Finding from 2016**
14	Establish a simplified summary of key compliance components in Part 200 for Specialized Services staff use. Ensure that district operating protocols are referenced to the document to facilitate compliance.	**Auditor General Carried Over Finding from 2016**
15	Ensure the timely finalization of student IEPs after the CSE meeting. Develop standard deadlines for finalizing IEPs and establish procedures and designate responsibility for facilitating timely parent receipt.	**Auditor General Carried Over Finding from 2016**
16	Develop a method for tracking the status of Special Education placements. Ensure that adequate Monitoring, oversight and analysis exists for the process to ensure the timeliness of the placement.	**Auditor General Carried Over Finding from 2016**

Table 12: Findings for Systems, Resources, and Structures Domain Continued		
NO.	**FINDING**	**TYPE OF FINDING**
17	Develop standards for implementing clear instructional requirements in student IEPs to improve placement decisions. Designate a place within the IEP where this information should be consistently maintained. Provide training and monitoring for relevant staff to facilitate consistent performance. Utilize the information for placement decisions.	**Auditor General Carried Over Finding from 2016**
18	Establish an effective process for ensuring timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee.	**Auditor General Carried Over Finding from 2016**
19	Regulations of the Commissioner of Education Part 200 provide guidance for educating students with disabilities. The State Monitor concurs that one easy to understand, district-wide document that facilitates a consistent application of the regulations would be beneficial to the district community.	**Auditor General Carried Over Finding from 2016**

Table 13: Recommendations for Systems, Resources, and Structures Domain		
NO.	**RECOMMENDATION**	**EVIDENCE OF IMPLEMENTATION**
YEAR ONE		
1	District administration should establish an effective process for ensuring timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee.	Effective immediately, the District should establish an effective process for ensuring timely completion of an annual review, in alignment with the budget and staffing process.
2	Build capacity of the Finance Department to support reimbursement and collections of all financial sources to secure all monies owed to the district.	1. The district shall begin the centralization of all financial employees as well as outsourcing STAC and Medicaid Services. 2. The District shall secure the services of entity experts in State aid reconciliation, such as Questar III BOCES, effective immediately. 3. The district shall engage an independent reviewer to initiate audits of Medicaid reimbursement procedures in the district.
3	The District Auditor General shall conduct a review of all MOAs and MOUs from 2105 to the present.	1. The District Auditor General shall begin the audit by December 2020. 2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.
4	Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs).	Chief of HR shall facilitate the development of a reduction in staff plan for Superintendent in accordance with the provisions of the CBAs by December 31, 2020.

5	All contracts and resolutions must include a cost analysis.	1. All contracts shall come through the legal office, effective immediately. 2. State Monitor shall continue to randomly select contract request documentation for review. 3. Effective immediately all resolutions shall include a cost analysis and shall be reviewed at cabinet and at a designated committee meeting. 4. Expenditures on contracts shall be reduced to align with comparable districts. 5. Artifacts might include expenditure reports
6	Develop written formalized protocols and procedures that align with Commissioner's Regulations Part 200.	1. By April 30, 2021district administration shall develop,, and implement written protocols and procedures for all Specialized Services processes including, the referral process, parental consent, evaluations, CSE meetings, annual reviews and re-evaluations, due process, IEPs, and IEP Direct. 2. By April 30, 2021 ensure that all special education procedures comply with Part 200
7	Each functional role and required activities that must be performed should be documented and enforced in the Special Education and Supervisors' Users Manuals	1. By December 31, 2020, clearly define and document roles, responsibilities, and deliverables for each position in Special Education shall be included in a Special Education User's Manual. 2. By December 31, 2020, specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators, and Directors in the Special Services Supervisor's Manual. 3. By September 2021, train users on how to implement the procedures for Monitoring and

		providing feedback to facilitate compliance
8	Ensure the timely finalization of student IEPs after the CSE meeting.	1. Develop standard deadlines for finalizing IEPs and establish procedures and designate responsibility for facilitating timely parent receipt in the Users' Manual and the Supervisors' Manual for Special Education by December 31, 2020, and April 15, 2021. 2. Develop a dashboard to allow supervisors to monitor the timeliness of completing IEPs. The dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings. This should be completed by May 1, 2021. 3. Begin processing the annual reviews of students in transition grades, 5, 6, 8, and 9 shall be the first priority for the budget development process by April 15th.
YEAR TWO		
9	Restructure the Accountability Office and the Placement Office into a single division, under the supervision of the Deputy for Teaching and Learning. The new department shall combine the duties and responsibilities of accountability, enrollment, placement, and assessment into a comprehensive accountability Department of Research, Assessment, and Planning.	1. The Office of the Deputy Superintendent for Teaching and Learning shall be restructured by August 1, 2021. Artifacts to support will be organization charts and the RCSD budget. The State Monitor will review monthly reports from the department beginning immediately.
10	Hold all staff accountable to SOPs for each district department.	1. Effective December 2021, SOPs shall be available on an internal drive for district staff. 2. Artifacts may include a review of evaluations, employee counsel

		letters, district onboarding materials, and staff handbooks.

Table 13: Recommendations for Systems, Resources, and Structures Domain Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	YEAR THREE	
11	Based on the feasibility study for district reconfigurations establish school models (i.e. pk-5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration,, facilities consolidation, and fiscal efficiency.	1. Deputy of Teaching and Learning and the Deputy for Student Support Services shall establish a task force to study: a. District geographic zone configurations and b. District school zone configurations by December 30, 2020**.** 2. Taskforce shall share recommendations for new Zone configurations by April 15, 2021. Should the Board approve recommendations for new Zone configurations, Phase I of the implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023 RCSD budget.
12	Pending feasibility results, establish neighborhood community model elementary and middle schools.	1. Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations by December 30, 2020**.** 2. Taskforce shall share recommendations for new Zone configurations by May 15, 2021. 3. Pending Board approval using a phased approach, recommendations for a new

		Zone configuration, will be budgeted in the 2023 RCSD budget.

Table 13: Recommendations for Systems, Resources, and Structures Domain Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
	MULTI YEAR	
13	RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements. Teachers are teaching approximately at a rate of 50% of the student population they are contracted to teach**.** Every teacher shall have a full schedule and a full class for every instructional school day of the school year.	1. Effective immediately every teacher shall have a full schedule and a full class for every instructional school day. 2. Artifacts may include a review of master schedules, class lists and teacher assigned duty roster for each building.
14	Revamp or eliminate the Managed Choice Policy	1. Deputy of Teaching and Learning and the Deputy of Student Support shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations and the Managed Choice Policy by August 30, 2021**.** 2. Task force shall share recommendations for the policy by September 30, 2021. 3. Phase I of a Board approved implementation plan to change to transition to neighborhood community model elementary schools will be budgeted in the 2023 RCSD budget.
15	Upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.	1. By April 30, 2021 District shall recommend that the Board of Education approve a plan for the purchase of and transition to, an upgraded SIMS and FMS as follows:

		a. Phase I implemented by Fall 2022. b. Phase II implemented by Fall 2023. c. Final Phase implemented by Fall 2024. 2. Monitoring monthly key preselected reports and analysis at cabinet and committee meetings presenting reports and analysis.

Conclusion

The State Monitor believes that the children of RCSD deserve a school system that makes sure district leaders are good stewards of all district resources. These resources must be used to ensure that teachers are prepared to deliver curriculum and instruction that provides maximum opportunities for students to excel academically, in a learning environment respectful of inclusion and diversity. The district must examine how it has been using its resources and change course. This can be accomplished in earnest by putting children first and examining the five domains to break the patterns of behavior that have contributed to a pattern of failure.

Final Thoughts

During the first public hearing it was noted staff reductions, building closures, modification of federal funding and new directives on the use of substitute staff were initiated during the 2019 – 2020 school year. The magnitude of what was to befall the nation and the world was unknown when those tough decisions were enacted. Today RCSD students have received their instruction through a screen and have done so for the equivalent of half a school year. The draft of a plan shared in this document reflects best estimates, fact sets and decision-making at a given point of time. This plan, like all plans, is subject to alteration as conditions, such as those manifested by a global pandemic, change and must be updated to correspond with evolving conditions. The RCSD Strategic Plan will be incorporated into the plan prior to final submission to the Commissioner of Education. A link to the RCSD's strategic plan is in Appendix D.

I would like to extend my gratitude to the welcoming and responsive reception I have experienced since working with the staff, parents and friends of RCSD. This draft of a plan is designed to be a collaborative effort, therefore I must thank all who participated by sharing their experiences, knowledge, ideas, data and wishes for the success of the students served by the district. A special thanks to Superintendent Myers-Smalls for her steadfast commitment to charting a direction for the district that is responsive to students first. There are many hard working dedicated staff members with the difficult job of providing a great education to the youngest citizens of Rochester. There are also many areas for improvement. Our next steps are to finalize the plan with the Board and submit to the Commissioner. I look forward to our work together on behalf of the students of RCSD.

Respectfully,
Shelley Jallow, Ed. D.

APPENDICES

APPENDIX A: Board Presentation on Status of DE Recommendations

https://drive.google.com/file/d/1XmK-qVxbkcQOP14vVomHLbXOf3UBoqj-/view?usp=sharing

https://drive.google.com/file/d/1n8EMedj931SLezU2KV3yVYyOTDyCfSjm/view?usp=sharing

https://drive.google.com/file/d/1iaea4-z7U_AccbbudE7HXEnbZp5YLk7u/view?usp=sharing

APPENDIX B: Status of Distinguished Educator Recommendation Implementation

Organized by Domains Based on 11/14/2018 Report by Jaime R. Aquino, Ph.D.

DOMAIN 1 **Turnaround Leadership**	**DOMAIN 2** **Talent Development**	**DOMAIN 3** **Instructional Transformation**	**DOMAIN 4** **Culture Shiftt**	**DOMAIN 5** **Conditions for Success** ***Systems and Resources***
Governance and Leadership, 21 Findings 7/21 Resolved 3/21 NA 11/21Current Finding	**Human Capital, 9 Findings** 2/9 NA 7/9 Current Findings	**Teaching and Learning English, 15 Findings** 3/15 Resolved 4/15 NA 8/15 Current Findings	**School Climate, 5 Findings** 3/5 Resolved 2/5 NA	**Finance, 10 Findings** 5/10 Resolved 2/10 NA 3/10 Current Findings
		English Language Learners, 13 Findings /13 Resolved 7/13 NA 6/13 Current Finding	**Parent and Community Engagement, 6 Findings** 4/6 Resolved 2/6 Current Finding	**Organizational Structures, 6 Findings** 2/6 NA 4/6 Current Finding
		Special Education, 8 Findings 8/8 Current Finding		**Operations, 5 Findings** 1/5 Resolved 3/5 NA 1/5 Current Finding
				Accountability, 6 Findings 2/6 Resolved 4/6 Current Findings

NOTES:

1. ***Resolved*** means RCSD acted upon, implemented and completed the DE recommendation.

2. ***N/A*** means recommendation is no longer applicable post reporting of findings due to contextual variables in RCSD.

3. ***Currently*** means RCSD acted upon, implemented, but the DE recommendation has not been completed.

Rochester Distinguished Educator Report Link:
http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and

APPENDIX C: Document reviewed by State Monitor

Documents Reviewed by State Monitor

Distinguished Educators' Report (2018)	Review of 2017-2018, 2018-2019, 2019-2020, 2020-2021 Rochester City School District Budgets	RCSD Reopening Schools Plan (2020)	Special Education Report. Elliot (2017)
Sampling of School Comprehensive Plan (2020)	Council of Great City Schools Managing for results report (2019)	Draft Consent Decree Special Education (2018)	Rochester Teachers Contract (2020)
The Status of Latino/Bilingual Secondary Students in Rochester City Schools, Harris (2016)	Office of Comptroller Reports, 2020, 2019	The Children's Agenda Rochester City School Budget, Policy Brief, September 2020	Association of Supervisors and Administrators Contracts (2020)
Progress Report: Budget Development and Administrations	New York State Department of Education CR 154 Corrective Action Plan Quarterly Report, July 30, 2020	Board Agendas, Minutes, and recordings	Cabinet Agendas
An Analysis: Budget Development Administration, R. G. Timbs, Inc., June 2019 Timbs, Inc. September 2018 Timbs, Inc. December 2017	The City of Rochester New York, Comprehensive Annual Financial Report, Year Ended June 30, 2018	Division of Local Government and School Accountability. Rochester City School District, Budgeting and Multiyear Financial Planning, April 2020	Pupil Transportation and Safety Institute, Efficiency of Study Rochester School District, Pupil Transportation Program, Phase 1- July 1, 2017 Phase II- December 22, 2017
Maintaining District Priorities, Recommendations to Support the Leadership Transition, December 2015	District Comprehensive Improvement Plan (DCIP) 2019 DCIP 2020	CARES Act Funding, Executive Summary 2020	RCSD Strategic Plan Framework, 2020
Instructional Council Agendas	Memorandum of Agreements and Memorandums of Understanding since 2015	RCSD Board Policies	RCSD, Comprehensive Annual Financial Report, 2019
Presentation: Managed Choice Task Force Recommendations, 2016	State Education Department, Office of Bilingual Education and World Language, Blueprint for ELL Success	Institute for Educational Sciences, What Works Clearinghouse	ROC the Future, Equity & Education Report Card 2020

APPENDIX D: Crosswalk of Recommendations among DE, State Monitor, and RCSD Strategic Plan Recommendations

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS ACADEMICS REQUIREMENTS FOR STRATEGIC ACTION
PROVIDE HIGH-QUALITY LEARNING EXPERIENCES		
#9)Develop a multi-year strategic plan to serve as a road map guiding work throughout the system. Components of the plan shall include: Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socioemotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, and Sustainability.		
1TL. Create and implement a vision ofbest first instruction, including differentiation, to support and enhance the learning of all students. **2TL.** Adopt a common curriculum in allsubject areas, prioritizing literacy and mathematics, by implementing a rigorous curriculum selection process that includes **3TL.** Review the K-2 curriculum to determine its alignment to State standards, its quality, and the plan for implementation **4TL.** Develop a clear theory of action toshow how the instructional vision and common curriculum will improve District-wide academic performance for all students**.** **5TL.** Develop a tiered system of interventions for all schools (universal, strategic, and intensive). Use the same tiered system to differentiate support within Receivership Schools **6TL.** Develop a systematized process for curriculum selection and interventions by developing and implementing a coherent, aligned instructional framework.	▪ Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners. ▪ Establish a uniform, clear and transparent procedure for curriculum development and implementation. ▪ Use data purposefully and collaboratively to drive decisions and to improve student outcomes	**VII Teaching and Learning** *This shall include, but is not limited to, available standards based curricular resources, common assessments, the use of data to inform instruction, the use of various instructional techniques, adequate support for struggling students, positive classroom climate, and targeted professional development.* **VIII Special Education** *The Monitor shall review the district's special education standard operating procedures for the identification, educational placement, and provision of a free appropriate public education to students with disabilities. This shall include, but is not limited to, child find procedures, evaluation/reevaluation procedures, appointment and responsibilities of committees on special education/preschool special education, discipline procedures, and the delivery of a continuum of special education programs and services. To assist in the identification of potential areas of concern, the Monitor shall become familiar with the district's data under the State Performance Plan's performance and compliance indicators, annual determination under the Individuals with Disabilities Education Act as well as any noncompliance identified in Compliance*

7TL. Implement a system to ensure that students have all the materials needed to engage in the learning process. **8TL.** Clearly define what "culturally responsive teaching" looks like and how it will be Monitored **3SPE.** Ensure that all staff take collective responsibility for educating special education students. The District shall consider including specific accountability measures pertaining to students with disabilities in the goal-setting process for principals. **4SPE.** Ensure that the Special Education Department is supported, resourced, and held accountable for the district's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable. **6SPE.** Provide on-going professional development to the CSEs		*Assurance Plans and/or State Complaints, if applicable.* **IX English Language Learners** *This section shall contain the State Monitor's findings and recommendations regarding all aspects of English Language Learner education, including but not limited to, enrollment, identification, placement, instruction, and exit. The State Monitor shall review the district's enrollment and registration procedures to ensure that they comply with Commissioner's Regulations Section 100.2(y), including ensuring the district does not request information revealing the immigration status of children and their parents/guardians. The State Monitor shall also review the district's enrollment procedures to ensure that all individuals under age 21 who do not possess a high school diploma are able to enroll in a Regents Diploma program pursuant to Education Law Section 3202.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATION	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITOR ACADEMICS REQUIREMENTS FOR STRATEGIC ACTION
4SPE. Ensure that the Special Education. Department is supported, resourced, and held accountable for the district's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable **6SPE.** Provide on-going professional development to the CSEs. **4ELL**. Provide a coherent, instructionally-aligned curriculum system for ELLs. **6ELL.** Develop a coherent Corrective Action Plan to comply to comply with the New York State Education Department's recommendations from its investigation report**.** **7ELL.** Review data and share best practices on how to best serve ELLs and establish a network of schools focused on ELL needs**.** **6ELL.** Develop a coherent Corrective Action Plan to comply with the New York State Education Department's recommendations from its investigation report**.** **7ELL.** Review data and share best practices on how to best serve ELLs and establish a network of schools focused on ELL needs**.**		*Finally, the State Monitor shall review the district's procedures and documents regarding all aspects of English Language Learner identification, programming and exit pursuant to Commissioner's Regulations Part 154, including i) ensuring that the district is identifying English Language Learners and Students with Inconsistent or Interrupted Formal Education, ii) keeping reliable records of parents/guardians' home languages and maintaining communication with them in those languages, iii) providing appropriate units of study of English as a New Language and Bilingual Education, iv) administering the NYSESLAT on a yearly basis, v) ensuring teachers of English Language Learners are appropriately certified and that all teachers receive professional development regarding English Language Learner needs, vi) ensuring that that Title III funding is used to supplement not supplant other funding, and vii) ensuring that any newcomer program run by the district regularly reviews the academic progress and English language attainment of students and promptly transitions them to , and vii) ensuring that any newcomer program run by the district regularly reviews the academic progress and English language attainment of students and promptly transitions them to regular school programs. The State Monitor shall inventory and review the District's protocols and documents to ensure compliance with all the above and set forth a timeline by which the district must come into compliance if needed with applicable law and regulation.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
ENSURE AN INCLUSIVE, CARING AND SAFE LEARNING ENVIRONMENT		
	▪ Use restorative practices to promote inclusiveness, relationship-building and problem-solving. ▪ Deliver trauma-informed practices through a culturally responsive lens to provide a safe, positive learning environment. ▪ Establish training norms for cultural responsiveness, diversity and inclusion**.**	**XIV. School Climate and Social Emotional Learning** *The Monitor shall review the implementation of training, policies and programs related to assessing and improving school climate, implementing the Dignity for All Students Act, and incorporating Social and Emotional Learning (SEL) into instruction. The Monitor shall determine whether the district has policies, procedures, programs, and professional learning in place so as to foster a culture and climate that makes school a safe haven where every student feels welcome and free from bias, harasState Monitorent, discrimination, and bullying, especially for traditionally marginalized youth, including, but not limited to, youth of color; Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth, and youth with disabilities; whether the district measures school climate using school climate surveys and implements programs in conjunction with its school climate team that includes, parents, students, teaching and non-teaching staff as appropriate, to address areas of need identified in school climate surveys and encourage student connectedness to school, staff and the community; whether SEL is fully integrated into a multi-tiered system of supports (MTSS) approach to meet the needs of all students and is embedded into frameworks for equity, academics, and school improvement; and whether incidents of bullying, harasState Monitorent or discrimination or disciplinary infractions are investigated and addressed promptly, with an emphasis on proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior and seek to restore the harm.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
BUILD STRONG COMMUNITY		
	▪ Create non-traditional, innovative opportunities for family engagement. ▪ Partner with businesses, higher education and other community organizations.	**XIII Family and Community Engagement** *The monitor shall examine the district's practice for engaging families and the broader school community in ways that engender trust, confidence, and respect. Additionally, the monitor shall look for evidence that members of the school community are treated as equal partners and play a role in the decision-making process where appropriate.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
FOSTER DYNAMIC LEADERSHIP		
9TL. Establish Instructional Leadership Teams (ILTs) at each school. a. Define the roles and responsibilities for the ILTs: improving instruction, supporting and leading teacher team meetings, and leading data-driven instruction cycles. b. Create Monitoring systems to track the work of ILTs. c. Design year-long professional learning for ILTs. **10TL.** Provide professional development on the use of data to inform instructional and leadership practices. **2OS.** Reevaluate the organizational structure to encourage efficiency, collaboration, and accountability.	▪ Manage school and district resources effectively. ▪ Develop leaders at the school and district levels to achieve each school's targeted outcomes.	**VI Governance and Leadership** *The State Monitor's findings related to the effectiveness of the school board and district leadership and the ability of both parties to create conditions to improve student learning. This shall include, but is not limited to, the school board's ability to establish a vision of high expectations, define clear goals toward that vision, and Monitor progress to ensure these goals are realized. This would also include the board's ability to function cohesively both as a unit and with the superintendent to support achievement of these goals, along with the superintendent's ability to work with principals and district staff to ensure alignment of priorities and promote continuous achievement, trust, transparency, and an effective flow of communication.* **XII Human Capital** *The Monitor shall review the District's overall personnel system. This shall include, but is not limited to, the recruitment, induction, professional development, evaluation, and retention of properly certified professional and/or civil service staff. The Monitor shall identify and report any concerns with any of these personnel systems.*

3OS. Improve meeting structures.		
		X Organizational Structure *This section shall contain the Monitor's findings related to the efficiency and effectiveness of the district's organizational structure. The State Monitor shall address questions such as, but not limited to: does the district have a clear chain of command in which each central office department knows its role and function in the service of meeting district-wide goals? Is each department held accountable for meeting goals and evaluated based on its track record of meeting goals? Are project management and meeting protocols in place to ensure appropriate collaboration and communication while maximizing productivity? Does the district consistently re-evaluate its organizational structure to examine where it can increase efficiencies?* **XI Accountability** *This section shall contain the Monitor's findings related to the consistent implementation of school- and district-level accountability systems that maximize effective and efficient deployment of resources (human capital, finances, time, and*
		facilities), build trust, and promote stakeholder engagement. In addition, the Monitor shall identify all Corrective Action Plans that the district is currently implementing and how those plans align with and advance the Academic Plan **XV Operations** *The Monitor shall include any findings and recommendations related to key areas of district and school operations such as school facilities, pupil transportation, information technology, and school food services. The emphasis of this section shall be on areas that are directly impacting the quality of the teaching and learning experience and/or using resources far from optimally.*

APPENDIX E: Contextual Reference Material

DOCUMENT	LINK
Teacher Contract	https://rochesterschools.com/Personnel/postings/contracts/Teacher_Contract_2019-22.pdf
Comprehensive Annual Financial Report	https://www.cityofrochester.gov/cafr/
RCSD 2020-2021 Budget	https://www.rcsdk12.org/budget
Rochester Distinguished Educator REport	http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and
2020-2021 Charter School Basic Tuition	https://stateaid.nysed.gov/charter/pdf_docs/charter_2020-2021_rates.pdf
ROCHESTER BOARD OF EDUCATION ACTION PLAN: Response to Distinguished Educator Report (A Review of the Rochester City School District, 11/14/2018) February 6, 2019	https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/12877/RCSD%20BOE%20Response%202.6.19.pdf#:~:text=action%20step%20lists%20the%20person%28s%29%20responsible%2C%20the%20collaborators,forward%20as%20we%20continue%20to%20engage%20key%20stakeholders.
Center for School Turnaround Improvement	https://csti.wested.org/explore-promising-practices-with-westeds-comprehensive-school-improvement-webinar-collection
RCSD Budgeting and Multiyear Financial Planning	https://www.osc.state.ny.us/files/local-government/audits/pdf/rochester-2020-44.pdf
RCSD Program Report	http://www.nysed.gov/common/nysed/files/programs/main/rochester-de-report-append-15-dr-elliott-2017-special-education-report.pdf

APPENDIX F: Rochester City School District Strategic Plan 10.22.2020 Presentation to the BOE Presentation

https://drive.google.com/file/d/1kKY5Wy08ziUBlX-p6-fjcMzibnJNgpqv/view?usp=sharing