Annual Report
August 2021

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Executive Summary

The Rochester City School District (RCSD) is pleased to present our District's annual report. The annual report reflects a comprehensive summation of the past school year and an opportunity to build upon our dedication to continuous improvement.

This report reflects the District's steadfast commitment to our mission, vision, and core values and our efforts to determine priorities for the school year ahead. This report also translates into a goal-setting process that ensures that we never settle for complacency, but continually strive for excellence, as our students deserve no less.

This report addresses school and departmental highlights and celebrations from the 2020-21 school year, as well as the recommended goal areas for the 2021–22 school year.

Included in this report are:

- Highlights from the 2020-21 school year,
- Statistical data on student performance, graduation, and demographics,
- Current year analysis of academics, finance, and operations and,
- Information on our budget.

The District looks forward to building upon the accomplishments outlined in this report and continuing our effort to provide all students with a rigorous, high-quality, and equitable education.

The COVID-19 pandemic forced the abrupt closure of our physical classrooms, which caused the District to pivot to remote learning. The shift exposed and exacerbated inequities such as food insecurity, homelessness, and barriers to access to electronic devices and technology. As learning evolved online, many of the District's schools and programs saw higher rates of absenteeism and disengagement. The District's main focus has been on student and stakeholder reengagement efforts and developing next steps for addressing declining enrollment.

The Academic Department focused on the comprehensive updates for SY (school year) 2020-21, of programs, materials, textbooks, and assessments. As such, significant efforts were focused on selecting and reviewing instructional materials that were available for students across all core content areas. This included identifying and purchasing secondary history materials, middle school science materials, and instructional resources needed for both English Language Learners (ELL) and special education populations.

RCSD also completed the first-year implementation of our Kindergarten-5 literacy program, the MyView/MyVision program. Schools also utilized, as an additional instruction component, the Successmaker platform as a supplemental literacy resource.

Over this past school year, the District continued to make accelerated progress in fiscal improvement and academic improvement. The District identified two indicators that highlighted the acceleration of fiscal progress, which included the balancing of the budget in November 2020 and restoration of a positive fund balance. The City of Rochester agreed to waive the mandated $10 million allocation to the capital fund, which helped to address an anticipated significant shortfall. Further, additional steps were taken to reduce contractual expenditures resulting from the remote instructional environment and

implement control mechanisms. This yielded additional expenditure reductions and contributed to the balancing of the budget. Preliminary projections are showing an operating surplus for SY 2020-21 of approximately $60M. When added to the SY 2019-20 fund balance levels, the total fund balance (all classifications) will be approximately $142M.

The State Appointed Monitor (Dr. Shelley Jallow) proposed a reconfiguration of school zones for the RCSD and instructed a task force be created to share its recommendations for potential new zone configurations. As a result, the District was able to engage the community in dialogue regarding rezoning implementation. While there is no easy way to make such decisions, the District wanted to ensure our community was involved in the process, feels heard, and understands the eventual shift in zone boundaries. The District made progress with the recommendations that were tied to the Zone Reconfiguration elements in the Academic and Fiscal Plans, which has put us in a good position for decision-making in the 2021-22 school year.

Another area where the District made progress this past year was initiating system-wide policies and procedures that ceased (unnecessary) spending on equipment, books, and supplies, which also contributed to the balancing of the budget and an operating surplus for 2021 of approximately $60M. Further, protocols were also established to ensure cabinet members were knowledgeable about all departments' standard operating procedures, contracts, Memorandums Of Agreement (MOAs), and Memorandums Of Understanding (MOUs).

There were several challenges that persisted regarding student achievement, which included re-engaging students amid declining enrollment during the pandemic, increased citywide charter school enrollment, high school (specifically, Grade 9) student progress, and supporting students who are multilingual speakers. Moreover, the improvement plans did not begin to be implemented until December 2020, which accelerated the mandated activities and affected the ability to undertake some of the planned activities.

There were additional challenges that impacted the District's academic and fiscal improvement plans, which included compliance with civil service hiring timelines, the need for creating or updating policies, inconsistencies with the level of execution of actions required in the plans, and the limited time available for implementation.

The District requested modifications for some of the impacted activities. The reviewed activities have been marked "yellow" (See Appendix A) in many cases, indicating that they are still in development and require additional evidence to demonstrate on-track implementation.

Areas that the District measured as off-track included implementing some of the plan elements within the required timeframe or providing the required supporting evidence demonstrating adherence to recommendations. The District's performance improved as it became more familiar with the content and requirements of the Academic and Financial plans.

Areas where the District was slow to implement included parent engagement requirements and the revamping of the high school selection process. For parent engagement, one of the most important activities was the development of a Parent Engagement Plan. In 2020-21, the Office of Parent Engagement supported the process of District parents creating the Parent Engagement Plan. The collaborative process started December 2020 and subsequent monthly work sessions began taking place

on Wednesday evenings. Parents were a part of the planning meetings for the work sessions as well as facilitating the breakout rooms during the work sessions; however, the plan is not yet completed. As a result, the District requested that a modification be granted to allow the Office of Parent Engagement, in conjunction with District parents, to complete the Parent Engagement Plan by July 2021. Introduction and implementation of the Districtwide Parent Engagement Plan will take place during the 2021-22 school year.

For the high school selection process, the District requested a modification to the original due dates of January 2021 to submit the first draft of the process to the Instructional Council; May 2021 to submit to the Monitor; and June 2021 to submit a second revised draft to the Excellence in Student Achievement (ESA) Committee. This would allow for the opportunity to outline a school-based recruitment model that is more family and student friendly and will include more family and student involvement. This revised plan will better align with the budgeting and staffing schedule.

Throughout this first year of implementing the Academic and Financial plans, the District has proposed some modifications. These include streamlining the Academic and Financial Plans dates and activities to eliminate redundancy and provide clarity (e.g., the training for the Student Information Management System (SIMS) plans as well as the recommendations for zone reconfiguration, which are present in both the plans). The recommendation for rezoning is in both plans and has a deadline of April in one plan and May in the other plan. The District would like them all to reflect the same date.

Another modification proposed in the first year was requested support for a Virtual/Online High School**,** which is required in the current plan. The District seeks legislation to establish completely virtual/online high schools. Innovation is necessary to provide robust learning opportunities to students. This would allow us to capitalize on successes realized in primarily using the virtual modality during the COVID closure. The District requests that the New York State Education Department (NYSED) provide additional guidance regarding standards, pacing, and assessment in a virtual environment.

The District would like to add, via a modification, actions and targets related to addressing declining enrollment, including attendance initiatives and protocols, marketing strategies, and improvement of school programming. Additionally, the District would like to add an Executive Director of the Department Of Multilingual Education (DOME) and an administrator to oversee programs for Students with interrupted Formal Education (SIFE) and immigrant students.

The District would also like to request a modification to Academic Plan Talent Development Recommendation 7B: "*Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources." The calendar shall be made accessible to the Monitor.*
The District would request it to read: "*Annually by August 30, an evaluation calendar shall be developed by Human Capital and shared with each school and department. The calendar shall be made accessible to the Monitor."*

RCSD must take a more focused approach with enrollment; as charter schools continue to grow, the District continues to lose enrollment, which will continue to impact significantly financial solvency.

Enrollment has been declining in RCSD for many years. This can be attributed to poor academic performance; safety concerns; and the increasing number of families choosing charter schools, private and parochial schools as well as homeschooling.

During the 2020-21 school year, RCSD had approximately 6.680 students attending charter schools in grades K-12. This number has been steadily rising over the past six years. There are multiple applications pending with the State University of New York (SUNY) to approve additional charter schools to open within the District in the 2022-23 school year. Charter schools have diverted significant money from RCSD. Currently, that amount is over $30,000,000 and climbing. In response to the increasing amounts, RCSD has made difficult decisions by cutting costs and staff over time. The process is becoming increasingly difficult because the most straightforward way to reduce costs is to close and merge schools.

RCSD data and the Academic Improvement Plan indicate that the District needs to reduce the District's footprint to accommodate fewer students. To address the decrease in enrollment specifically for the 2021-22 school year, the RCSD team has been and will continue to develop staffing levels to align with enrollment at the school level, apply contractual formulas for staffing to the greatest extent possible, and analyze staffing needs.

The District's strategic plan identifies key goals to guide decision-making and resource allocation over the next five years. The District, and its strategic plan committee, identified four focus areas including, achievement, opportunity, innovation, and connection. The focus areas will guide leadership in making policy decisions, as well as the development of initiatives and strategies to achieve the District's vision.

The District must also continue to take a more focused approach with student re-engagement. As COVID-19 forced the abrupt closure of our physical classrooms, many of our schools and programs now have higher rates of absenteeism and disengagement as we have resumed full-time in person learning. In 2021-22 the District will focus on student and stakeholder reengagement efforts and develop next steps for school reconfiguration.

Organization of the Plan

The Report from the *Rochester City School District to the Commissioner and Regents* is a legal requirement that is due annually. Chapter 56 of the Laws of 2020 requires that the Rochester City School District shall provide "annual reports to the commissioner and board of regents on the academic, fiscal, and operational status of the school district." The draft of the annual report is required to be submitted to the Commissioner by August 15 each year.

This plan is the first annual report submitted by RCSD to satisfy the requirement and is composed of the following sections:

- The first section provides a high-level overview of the report for the reader.
- The second section explains how the report is organized.
- The third section is an introduction to the report that provides contextual information about the District.
- The fourth section is a copy of the District's latest mission and vision statements.
- The fifth section provides important statistical information about the District
- The sixth section provides information on the fiscal status of the District.
- The seventh section provides an overview of the District's academic, fiscal, and operational status.
- The eighth section identifies areas in which the District recommends that the academic and/or fiscal improvement plan be amended for the 2021-22 school year.
- The ninth section provides information on the District's priorities for the 2021-22 school year.
- The tenth section concludes the report and thanks those who worked on the implementation of the plan and development of the annual report.

The last section is a series of appendices that includes:

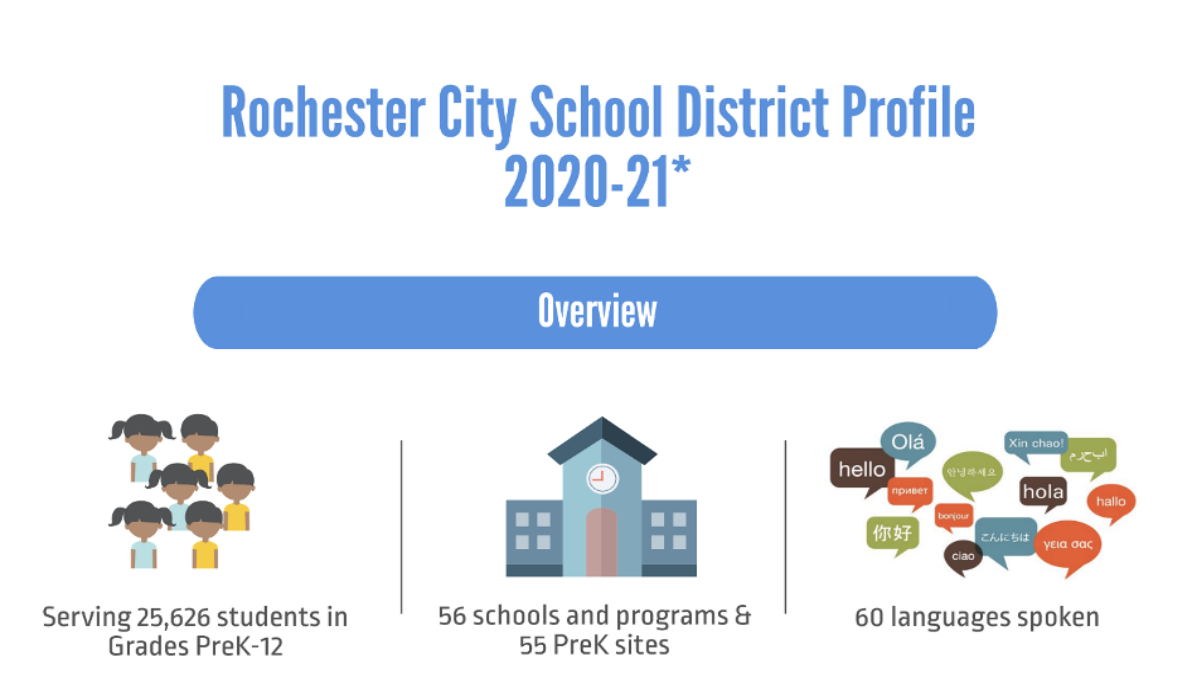
- Monitor Plan Progress,
- Implementation of Academic and Fiscal Recommendations,
- Overview of Receivership District and Schools Action Framework, and
- Plan for Additional Support of Secondary Students (Grades 9-11).

This section also provides information on the status as of June 30, 2021, of the District's implementation of each recommendation contained in the academic and fiscal improvement plans.

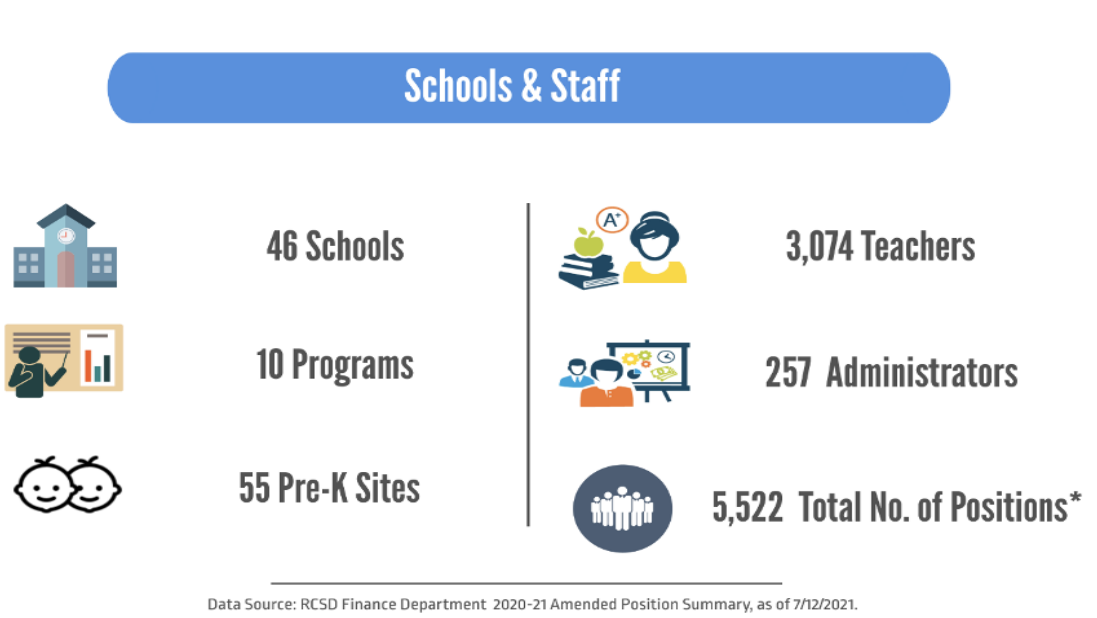
Introduction

Overview

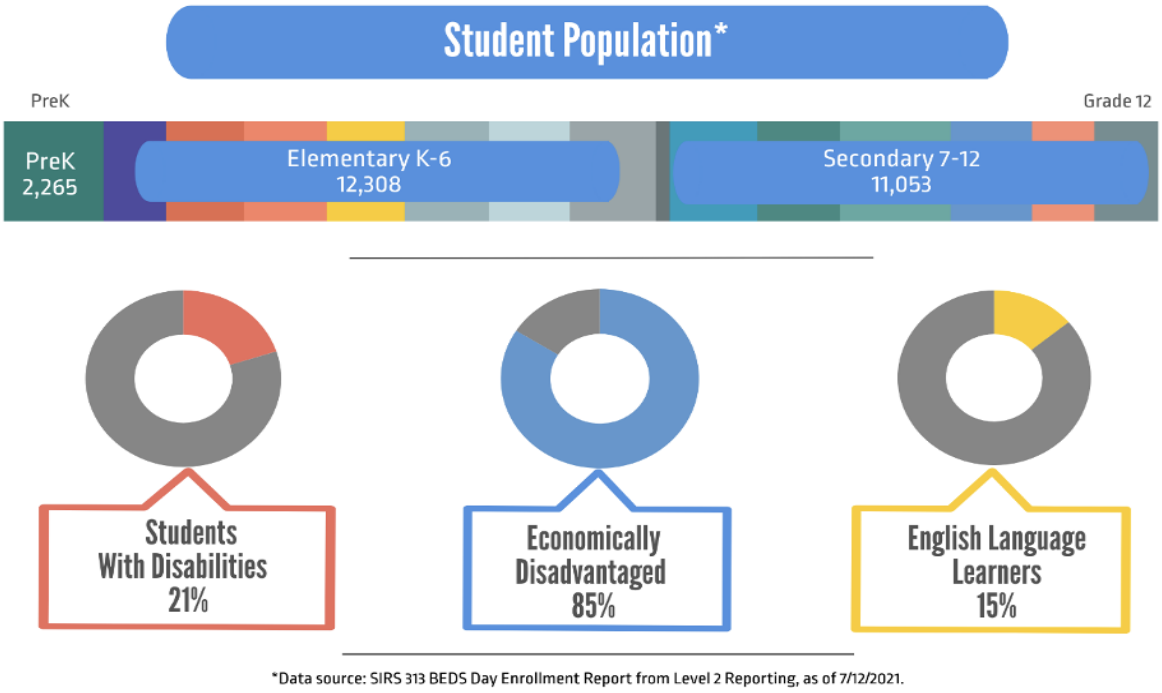
The City of Rochester is located in upstate New York and has a population of approximately 211,320. The city, located in Monroe County, is the third-largest urban center in New York after New York City and Buffalo. While the region has areas of excellence in science, technology, and research and development, the city also has areas of extremely concentrated poverty. U.S. Census data ranks Rochester first in overall poverty, childhood poverty, and extreme poverty among similar-sized cities in the country. U.S. Census Bureau data (see figures below) also show that Rochester's poverty rate of 31.3% is more than double that in the country (21%) and New York State (22%).

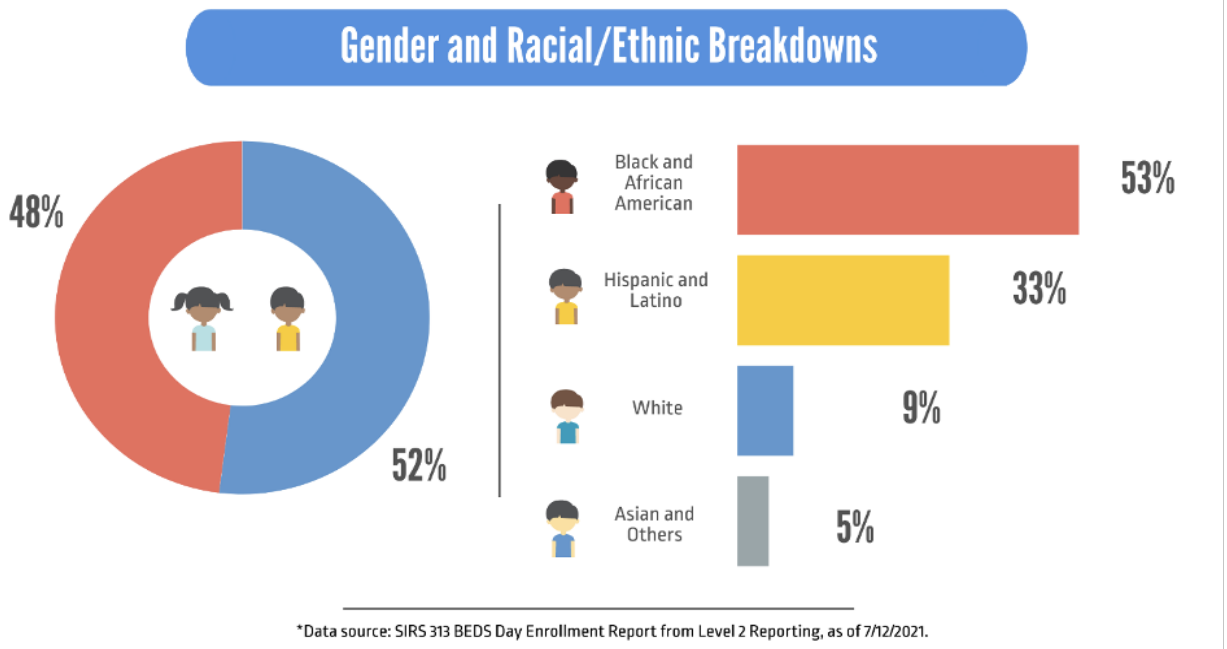


The RCSD serves approximately 25,626 students in Kindergarten through 12th grade, with 85% of students considered economically disadvantaged as determined by their eligibility for free and reduced-price lunch. The population of the District is composed almost entirely of students of color, with Black students making up 53.1%, Hispanic/Latino students making up 32.7%, White students comprising 9%, 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.

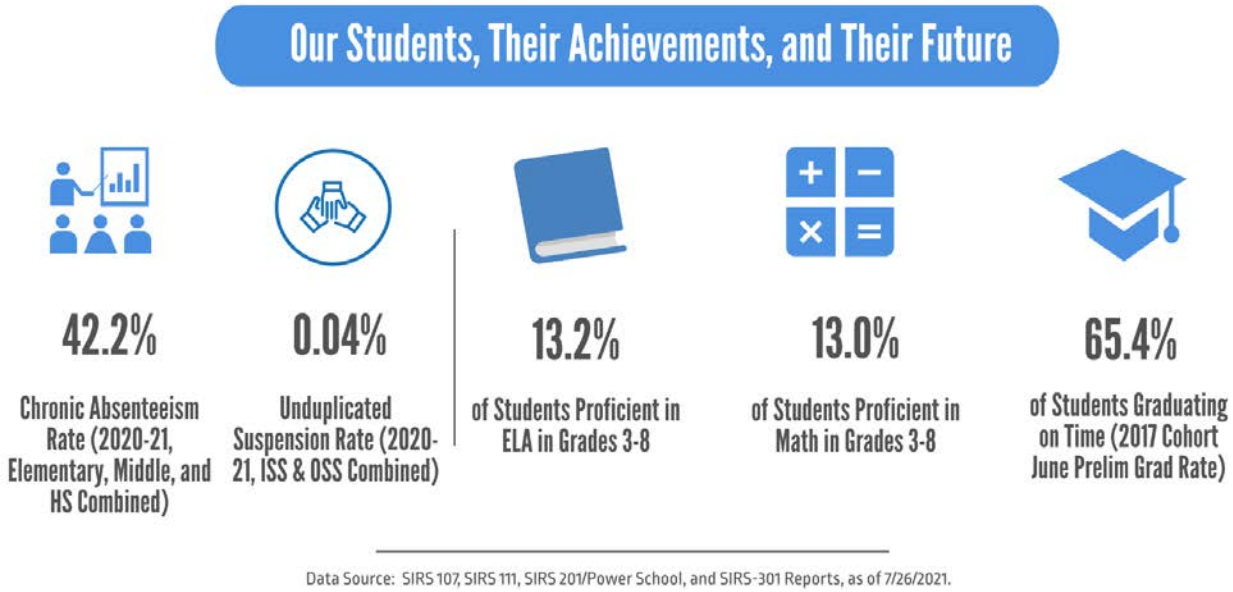


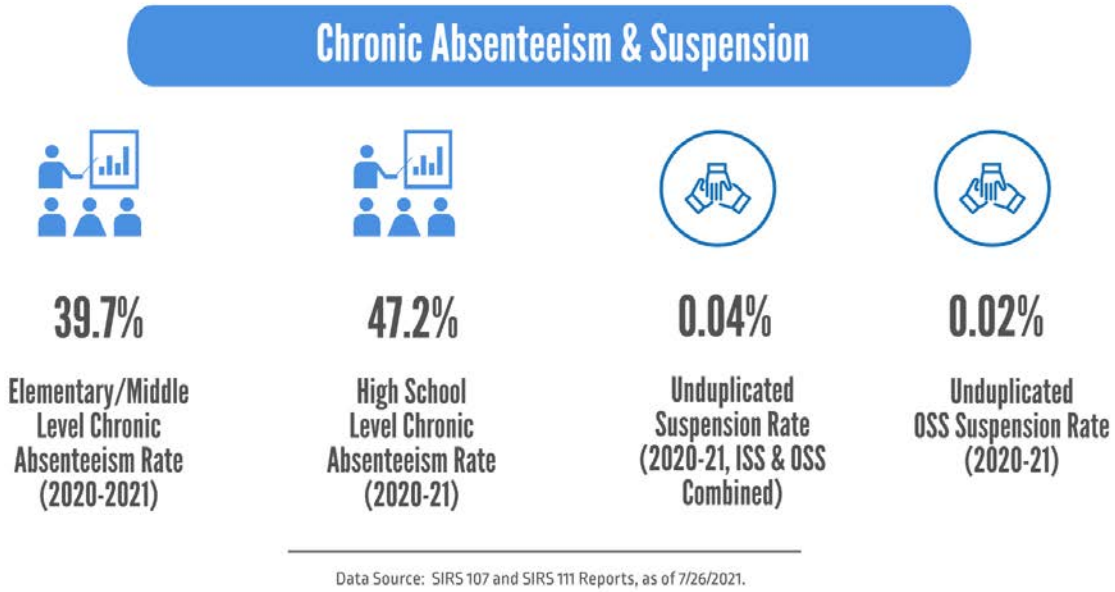
The District provides residents with 56 different schools and programs. The Pre-K program is rated in the top 5% nationally on the Early Childhood Environmental Rating Scale (ECERS-R), one of the national benchmarks regarding quality early education standards.

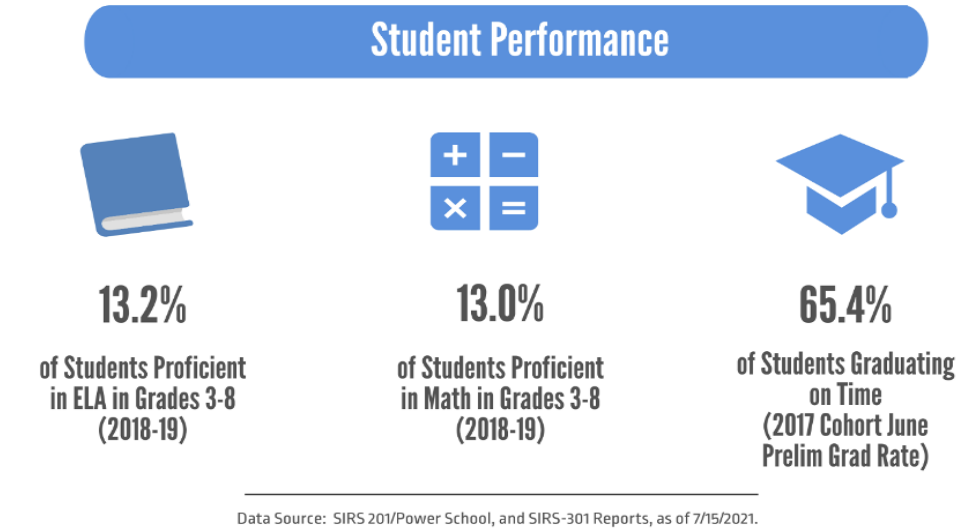




The RCSD has been struggling for more than a decade, despite the efforts of six superintendents and many local and state efforts to improve the District's performance. These efforts include supporting the implementation of New York State's Every Student Succeeds Act (ESSA) plan, which leverages significant resources in support of providing equity, access, and opportunity for all students.







In 2019, about 13% of RSCD students in Grades 3-8were assessed as proficient in both ELA and math, a gain of a few points from 2018.

There have been elements of support for the District that include the appointment of a Monitor, application of Receivership legislation, additional support and oversight of schools not making progress, and direction of significant resources to the District.

Monitor[1]

Chapter 56 of the Laws of 2020 required Interim Commissioner Shannon Tahoe to appoint a Monitor to the RCSD to provide oversight, guidance, and technical assistance related to the academic and fiscal policies, practices, programs, and decisions of the District, the Board, and the Superintendent. The Monitor began on May 26, 2020. The responsibilities of the Monitor includes the following:

1. Serves as a non-voting ex-officio member of the Board.
2. Assists the Board in adopting a conflict-of-interest policy that ensures Board members and administrators act in the District's best interest.
3. Works 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.

Monitor District & Monitor Reporting Requirements

The Board and the Monitor developed in late 2020 Financial and Academic Improvement Plans for the 2020-2021 school year and the four subsequent school years, which were approved by the Commissioner in December 2020. The District is required to provide quarterly reports to the Monitor and annual reports to the Commissioner and Board of Regents on the academic, fiscal, and operational status of the District. This report will serve as the first annual report of this cycle.

Receivership Schools in the Rochester City School District

The overarching goal and intent of Receivership is to address potential barriers to school turnaround in the following areas:

- Governance,
- School Leadership and Staffing,
- Collective Bargaining Agreements,
- Parent and Community Engagement,
- Social and Emotional Developmental Health of Students (Community Schools),
- District Support, and
- Fiscal Resources.

Receivership Law

In April 2015, Subpart E of Part EE of Chapter 56 of the Laws of 2015 created a new section of State Education Law (§211-f) about School Receivership. Based on §211-f, the Board of Regents adopted §100.19 of the Commissioner's Regulations, which designated Priority Schools that had been in the most severe accountability status since the 2006-07 school year as "Persistently Struggling Schools." In addition, the regulations vested the superintendent of a district containing a "Persistently Struggling School" with the powers of a Superintendent Receiver.

In a district with a "Persistently Struggling School," the superintendent is given an initial one-year period to use the enhanced authority of a Receiver to make demonstrable improvement in student performance or the Commissioner will direct that the school board appoint an Independent Receiver

[1] Section cited from Monitor Academic Work Plan, Rochester City School District, FY 2020 - FY 2025, December 2020

and submit the appointment for approval by the Commissioner. Additionally, the school will be eligible for additional state aid to support and implement its turnaround efforts over two years.

"Struggling Schools" were Priority Schools since the 2012-13 school year and were given two years under a “Superintendent Receiver” (i.e., the superintendent of schools of the school district vested with the powers a Receiver would have under §211-f and §100.19) to improve student performance. Should the school fail to make demonstrable improvement in two years then the District will be required to appoint an Independent Receiver and submit the appointment for approval by the Commissioner. Independent Receivers are appointed for up to three school years and serve under contract with the Commissioner.

Superintendent’s Role as the Receiver

Receivership Powers can include the ability to:

- Replace teachers and administrators who are not licensed or properly certified,
- Remove the Principal,
- Restaff the entire school’s pedagogical staff, make all teachers reapply, and rehire only 50% of the current teachers (automatically excluding any teachers with 2 consecutive years of ineffective Annual Professional Performance Review (APPR) ratings),
- Increase the school day and/or school year (with additional pay),
- Renegotiate certain provisions of the Rochester Teacher Association (RTA) or Association of Supervisors & Administrators of Rochester (ASAR) or Rochester Association of Paraprofessionals (RAP) Community Based Associations for a Receivership school,
- Reallocate budget funds to the Receivership school,
- Expand, alter, or replace the curriculum and program offerings, and
- Offer additional pay to attract candidates.

As of July 2021, the RCSD schools in Receivership are:

- Dr. Walter Cooper Academy School No. 10
- John Walton Spencer School No. 16
- Dr. Charles T. Lunsford School No. 19
- Henry Hudson School No. 28
- John James Audubon School No. 33
- East Lower and Upper School
- Edison Career & Technology High School
- James Monroe High School
- Joseph C. Wilson Foundation Academy
- Leadership Academy for Young Men
- Northeast College High School

Evolution of the Theory of Action for Receivership Schools

One of recommendations in the Monitor’s Academic plan was for the District to develop a Theory of Action regarding targeted support for Receivership Schools. The development of the RCSD theory of action drew upon the tool developed by the Center for Educational Leadership. This tool suggests that an adopted theory of action incorporates:

1. Having a well-elaborated conception of the problem or situation for students, teachers, and leaders that motivate their actions in the first place.

2. Making your leadership the core of the theory of action.
3. Creating an evidence-based rationale for all parts of the theory.
4. Identifying the supports needed to make the identified changes in principal practice.

The purpose of this Theory of Action specific for Receivership schools is to provide a coherent process to improve the quality of the systems, supports, structures, services, and culture that support principals and schools in improving student learning and meeting the required demonstrable improvement indicators provided by the NYSED. The underpinnings of the Theory of Action plan are supported by research that indicates a coherent, single-focused, integrated continuous improvement plan with explicit adult practice and student performance measures is important. This recursive cycle must assess needs, set direction, create actions, monitor, and evaluate, and help lead to the successful transformation of struggling schools (Wallace Foundation, 2009).

To focus on the enhancement of principals' instructional leadership and build the capacity of all school faculty and staff members, support will be dedicated to internalizing external expectations and developing accountable practices within the school. This will be accomplished by leading through data and modeling what it means to learn to lead in a fully accountable way as the District reshapes the scope of instruction and the instructional improvement conversation. To accomplish this, the planned, top-down approach will need to be reversed, prompting schools to transform the traditional role of leadership through building capacity in all school staff.

RCSD Theory of Action for Receivership Schools

Receivership Schools will be known to provide excellent instruction, attract and develop a talented and diverse workforce, expand options and opportunities for students, engage in continuous improvement and performance (set high standards, evaluate based on those standards, collect evaluation information, provide support based on that data), and align resources with priorities. Within the 11 Receivership schools, the District will ensure that student outcomes for every child and the accountability status of the Black, Hispanic, Asian, White, ELL, and students with disabilities subgroups will improve.

Embedded in this Theory of Action are three strategic objectives:

- Continuous Improvement process.
- High-Quality Instruction and Interventions.
- Clear Learning Targets.

The Districts' theory of action will focus on these three levers to drive improvement. Three features of continuous improvement (i.e., frequency, depth, and system contextualization) draw in part from two distinct frameworks for organizational learning. Douglas Englebart (1992, 2003) articulated a stratified model of organizational improvement comprising three levels of activity. Receivership schools are required to meet levels of performance captured in Demonstrable Improvement indicators, described at the RCSD website located here: https://www.rcsdk12.org/Page/52265.

The District's theory of action will use elements of the continuous improvement model, which is a well-documented element of improvement science. Improvement science has been defined as "a body of knowledge that describes how to improve safely and consistently. Improvement science is not the same as research. Research is designed to find out what is possible. Improvement science is not the same as

an audit. An audit is designed to find out what is actual. Improvement science describes how to reduce the gap between what is actual and what is possible" (Health Foundation, 2011: 6).

Shojania and Grimshaw (2005) stressed that quality improvement efforts made by organizations are based on a high warrant of evidence. In other words, strategies for the utilization and adaptation of evidence-based quality improvement methods should themselves be based on a foundation of evidence. In this sense, improvement science seeks to determine what works for addressing a particular problem, for whom, and under what set of specific conditions (Berwick, 2008; Bryk, 2009, and Gomez, & Grunow, 2010). It represents a field of study focused on the methods, theories, and approaches that facilitate or hinder efforts to improve quality in context-specific work processes, and centers inquiry on the day-to-day "problems of practice that have genuine consequences for people's lives" (Bryk, 2009: 598; Health Foundation, 2011).

The theory of action for Receivership Schools is aligned with the tenets of the District Comprehensive Improvement Plan (DCIP) and aligned with the RCSD Strategic Plan. To spearhead the work of implementing the theory of action, the District will appoint project leads based on the theme of each initiative.

District Mission, Vision, Values Statement, and Strategic Plan

Dr. Lesli Myers-Small became the District Superintendent during spring 2020 and launched a district-wide Strategic Planning initiative. The project was designed to set the course for the next five years. Highly interactive, the planning process engaged District and external communities, highlighted critical priorities, and provided clear methods for measuring progress. This planning effort occurred at a critical time in the RCSD.

The RCSD is being asked by state and community constituents and government agencies to provide evidence of quality; increased access, graduation, and retention rates; and higher student and school performance. The Strategic Plan was developed in response to a very dynamic and changing education landscape.

Superintendent Myers-Small launched the initial planning process in summer 2020 with engagement activities designed to expand and strengthen relationships among teachers, administrators, students, parents, stakeholders, board members, alumni, businesses, and for profit and not-for-profit organizations in the region.

Mission Statement

Foster students' individual talents and abilities in a nurturing environment of equity.

Vision Statement

Ensure all students have equitable access to high-quality education and graduate each student as a productive member of society.

Core Beliefs

1. Students are our first priority and will drive each decision.
2. Each student has recognizable and untapped potential that we strive to discover and fulfill.
3. We embrace diversity and commit to the eradication of racism and all forms of discrimination and oppression.
4. We provide students, families, and staff with equitable access to resources for learning.
5. We respect and honor the dignity of all individuals.
6. Educating the whole child requires high-quality learning that is safe, loving, and rigorous.
7. Our work is centered on respect, trust, integrity, and accountability.
8. Education is a partnership of families, schools, and the community.
9. We make each fiscal and resource allocation decision equitably, transparently, and in the best interest of our students.

RCSD Strategic Plan

In summer 2020, the Superintendent led a team in developing the Strategic Plan. As part of that work, the steering committee examined and refined the strategic objectives and priorities. These recommendations were approved by the Board and are reflected below.

Planned for “impact,” the process had several other objectives:

- Broad community and institutional alignment and commitment to the RCS D's future direction.
- Focus on and delivery of key goals critical to student, institutional, and regional economic success.
- Maximizing RCSD's value to students, stakeholders, and the region.

RCSD Strategic Plan Performance Trends and Targets

The 2020-21 Strategic Plan work identified key performance indicators. These indicators and associated metrics will be measured on the dashboard and served as guidance for the first 12-months' activities.

In the first year, the Task Force, schools, and departments will develop detailed project plans for each goal and meet regularly to deliver quarterly progress reports.

To measure effectiveness and progress, the District will examine progress In meeting the performance targets (See table below) as well as progress in meeting Task Force goals.

RCSD District Annual Performance Targets

2020-2021 Priorities to Meet Overall District Strategy	2020-2021 Targets	Progress on goal	Evidence
Deliver remote learning for district students	100% coverage	**Met**	The District, through the technology department (IM&T), provided Chromebooks (26,000+) to all students who requested one or did not already have a device. Students who did not receive a district-issued Chromebook include those who had their own device, or the student/family refused a device. IM&T also provided replacement devices for anyone who broke, lost, or otherwise did not have their device. No students were ever refused a replacement device. In addition, the District deployed over 10,000 hotspots and continues to deploy them based on student/family requests. The District provided digital learning platforms for all grade levels and all teachers, including Seesaw (PreK-2), Google Classroom (3-12), and eLearning/Aglix where appropriate.
Improve Graduation Rate (August grad rate)	**% Gr 9 cohort on track to graduate by year-end:** All-88% Black-79% Hispanic-81% SWD-75% ELL-83%	**Gr 9 cohort on track to graduate by year-end: TBD**	

	% Cohort graduating in 4 years: All-71% Black-71%, Hispanic-71% SWD-66% ELL-64% **% Cohort dropping out in 5 years**: All-15% Black-14% Hispanic-16% SWD-17% ELL-23% **% Grad cohort achieving >=1 rigorous outcome:** All-41% Black-40% Hispanic-39% SWD-32%, ELL-37%	**% Cohort graduating within 4 years, % Cohort dropping out within 5 years, and % Grad cohort achieving >=1 rigorous outcome Unable to be derived as of this time - data not available.**	Graduation Rate related outcomes are measured August to August.
Increase ELA Proficiency	**NYS 3-8 ELA % Proficient**: All-21% Black-20%, Hispanic-20% SWD-17% ELL-18% **4-8 ELA Mean Growth Percentile (MGP):** All-52% Black-52% Hispanic-53% SWD-52% ELL-53%	**Unable to be derived as of this time - data not available - *anticipated for limited release in September 2021.***	Further information regarding these tests is linked here: NYSED LINK
Increase Math Proficiency	**NYS 3-8 Math % Proficient:** All-21% Black-20%, Hispanic-21% SWD-18% ELL-18% **4-8 Math Mean Growth Percentile (MGP):** All-53% Black-52% Hispanic-53% SWD-53% ELL-53%	**Unable to be derived as of this time - data not available - *anticipated for limited release in September 2021.***	Further information regarding these tests is linked here: NYSED LINK
Reduce Chronic Absence	**Grade 1-8:** All-28% Black-27% Hispanic-31% SWD-29% ELL-30% **Grade 9-12:** All-47% Black-46% Hispanic-49% SWD-49% ELL-48%	**Did not meet**	All – 40%

		Met	All – 47%
Out of School Suspension Reduction	5% reduction	**Unable to be determined in 20-21, data impacted by COVID pandemic on in-person instruction.**	In the 2020-21 school year, there were only 5 students in RCSD (excluding CSE placements) who were suspended out of school. The District's BEDS Day enrollment is 25,627, as is shown on the SIRS-111 and SIRS 313 reports. Therefore, The overall unduplicated out-of-school suspension rate = 5/25627 = 0.02%
Increase % of SWD in Least Restrictive Environment (LRE) >= 80% of time	**70% of SWD in LRE >= 80%** (All, Black, Hispanic, SWD, ELL)	**Did not meet**	Percentage of SWD in LRE: 58%
Increase % of RCSD Schools in "Good Standing"	**Number of Schools in Good Standing** >= 51%	**Unable to be derived as of this time - NYSED waiver in place**	Further information regarding this pause on accountability calculation: NYSED LINK
Improve % of Restorative Practices Schools	**% of Restorative Schools** All - 88% **% of Restorative Schools Elementary** - 95% **% of Restorative Schools Secondary -** 86%	**Met**	**2020-21 Data** % of Restorative Schools **All - 93.75%** % of Restorative Schools **Elementary - 87.5%** % of Restorative Schools **Secondary - 100%**
Improve RCSD English Language Learner performance	**Measurements of the ELL Success Ratio** All-1.13 Black-1.09 Hispanic-1.09 SWD-1.03 ELL-1.13 Asian-1.13 White-1.19	**Unable to be derived as of this time - data not yet available.** ***Anticipated for limited release in September 2021.***	Further information regarding these tests is linked here: NYSED LINK Further information regarding the business rules for calculating success ratios under the current school year is located here: **NYSED Business Rules**

Rochester City School District: 2020-23 Strategic Plan Priorities

Engage: **Provide high-quality learning experiences**

- Implement student-centered learning to improve academic success for all and 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.

Lift Up: 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, antiracism, diversity, and inclusion.

Collaborate: Build Strong Community

- Create nontraditional, innovative opportunities for family engagement.
- Partner with businesses, higher education, and other community organizations.

Lead: **Foster dynamic leadership**

- Manage school and District resources effectively.
- Develop leaders at the school and District levels to achieve each school's targeted outcomes.
- Highlight and communicate the great accomplishments in our schools and District.
- Build high-performing teams to drive the implementation of our strategic priorities.

Note: The District directed its professional development resources to support the priorities above.

RCSD District-Wide Annual Implementation Projects/Actions/Performance Targets to meet District Strategy
https://docs.google.com/document/d/1EJCFX7HUxvEUOjUn8RUBiJ-QEjMuRuERb4SvfjMzayg/edit?usp=sharing

RCSD Departmental Annual Implementation Projects/Actions/Performance Targets to meet District Strategy
https://drive.google.com/drive/folders/17GD08DT5vk3JTsg7IzTl1NNQ_6E_0kOv?usp=sharing

RCSD School Implementation Annual Projects/Actions/Performance Targets to meet District Strategy
https://drive.google.com/drive/folders/1uGl9q7oT_XpFBRpnqPhuZlDWZycqxiuJ?usp=sharing

Statistical Overview of the District

RCSD Statistical Overview

This section provides an overall summary of the District's data. Readers should also review the data reports available at data.nysed.gov to enhance their understanding of the District's performance.

District Profile (2020-21)

- 25,626 students enrolled in Grades PreK-12 in the 2020-21 school year (2,265 in Pre-K).
- 46 schools, 10 programs, and 55 Pre-K sites.
- 60 languages spoken.
- Subgroup enrollment:
  - Black 53%, Hispanic and Latino 33%, White 9%, Asian and others 5%.
  - Economically disadvantaged 85%, SWD 21%, and ELL 15%.
- Staff summary (2020-21 amended): 3,074 teachers, 257 administrators, and 5,522 total number of positions.
- 13.2% of students proficient in ELA and 13.0% proficient in math in Grades 3-8 (2018-19).
- Preliminary four-year June cohort graduation rate for 2017 cohort (2020-21): 65.4%.
- Chronic absenteeism rate (2020-21) 42.2% (elementary/middle level: 39.7%, high school level: 47.2%).
- Unduplicated suspension rate (2019-20) 11.3%; Preliminary unduplicated suspension rate (2020-21) 0.04%.

Enrollment Three-Year Trend

- The District saw a decrease of 3,214 students in Grades PreK-12 from 2018-19 to 2020-21, i.e., 11.1% in three years.
- Almost all subgroups saw a decline in enrollment over the three-year period, but the Black student population has been decreasing in both number and percentage of total District enrollment. (See BEDS Day Enrollment Comparison below.)

BEDS Day Enrollment Comparison

Subgroup	2018-2019	2019-2020	2020-2021	3 Year Trend
All (PK-12)	28,841	28,309	25,627	-3,214
Female	**14,005**	**13,753**	**12,391**	**-1,614**
Male	**14,836**	**14,556**	**13,236**	**-1,600**
American Indian/Alaskan Native	**56**	**50**	**40**	**-16**
Black	**15,951**	**15,450**	**13,695**	**-2,256**
Hispanic	**8,797**	**8,869**	**8,380**	**-417**
Asian	**933**	**819**	**753**	**-180**
Native Hawaiian/Other Pacific Islander	**10**	**15**	**16**	**6**
White	**2,825**	**2,681**	**2,304**	**-521**
Multiracial	**269**	**425**	**439**	**170**
Students with Disabilities	6,073	5,968	5,458	-615
English Language Learners	4,032	3,850	3,785	-247
Economically Disadvantaged	24,332	23,718	21,744	-2,588
PK (Half-Day, Full-Day & UPK)	**3,052**	**3,256**	**2,193***	**-859**
UPK CBO	**1,068**	**1,927**	**1,005***	**-63**
Grades K-6	**14,341**	**13,644**	**12,229**	**-2,112**
Grades 7-12	**11,002**	**11,057**	**10,827**	**-175**
Ungraded (i.e., NYSAA)	**326**	**316**	**306**	**-20**

BEDS Day Enrollment Comparison %

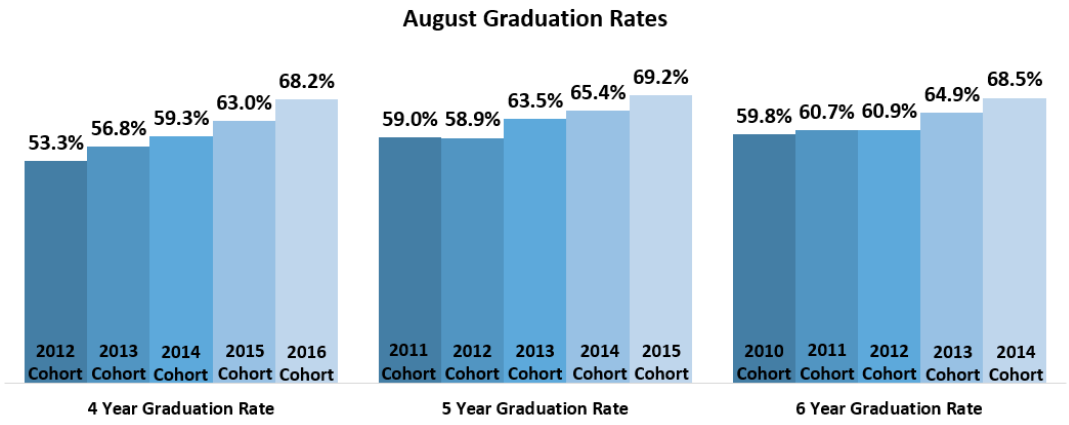
Subgroup	2018-2019	2019-2020	2020-2021	3 Year Trend
All (PK-12)	28,841	28,309	25,627	-3214
Female	**48.6%**	**48.6%**	**48.4%**	**-0.2%**
Male	**51.4%**	**51.4%**	**51.6%**	**0.2%**
American Indian/Alaskan Native	**0.2%**	**0.2%**	**0.2%**	**0.0%**
Black	**55.3%**	**54.6%**	**53.4%**	**-1.9%**
Hispanic	**30.5%**	**31.3%**	**32.7%**	**2.2%**
Asian	**3.2%**	**2.9%**	**2.9%**	**-0.3%**
Native Hawaiian/Other Pacific Islander	**0.0%**	**0.1%**	**0.1%**	**0.0%**
White	**9.8%**	**9.5%**	**9.0%**	**-0.8%**
Multiracial	**0.9%**	**1.5%**	**1.7%**	**0.8%**
Students with Disabilities	21.1%	21.1%	21.3%	0.2%
English Language Learners	14.0%	13.6%	14.8%	0.8%
Economically Disadvantaged	84.4%	83.8%	84.8%	0.5%
PK (Half-Day, Full-Day & UPK)	**10.6%**	**11.5%**	**8.6%**	**-2.0%**
UPK CBO	**1,068**	**1,927**	**1,005***	
Grades K-6	**49.7%**	**48.2%**	**47.7%**	**-2.0%**
Grades 7-12	**38.1%**	**39.1%**	**42.2%**	**4.1%**
Ungraded (i.e., NYSAA)	**1.1%**	**1.1%**	**1.2%**	**0.1**

High School Graduation Cohort Graduation Rates (*As of June 2021)*

The Preliminary June graduation rate for the 2017 graduation cohort (i.e., students who first entered high school in the 2017-18 school year) is 65.4%. The preliminary graduation rate reflects a decrease of 0.9 percentage points from the June graduation rate of 66.3% for the 2016 graduation cohort. The preliminary graduation rate is based on students verified by the Office of Accountability as meeting New York State diploma requirements.

- August 4-year, 5-year and 6-year graduation rates as of August 2020 were as follows:
  - 4-year (2016 Cohort) Graduation Rate – 68.2%.
  - 5-year (2015 Cohort) Graduation Rate – 69.2%.
  - 6-year (2014 Cohort) Graduation Rate – 68.5%.
  - The 4-year, 5-year, and 6-year graduation rates have all continued to increase from previous years.
  - The largest increase was seen in the 4-year (2016 Cohort) graduation rate with a 5 percentage point increase from the previous year's graduation rate of 63.0%.
  - 4-Year (2016 Cohort) & 5-Year (2015 Cohort): All accountability subgroups except White students show an increase in their graduation rate from the previous year.
  - 6-Year (2014 Cohort): All accountability subgroups show an increase in their graduation rate from the previous year.

4-Year, 5-Year, and 6-Year August Graduation Rates



Source: Total Cohort Summary Report.

OoA, RU, 8/10/2021

Cohort Graduation Rates (Three-Year Trend)

School	Increase/ Decrease from Previous Year	2017 Total Cohort as of July 21, 2021			2016 Total Cohort June Graduation Rates		
		Cohort #	Grads	%	Cohort #	Grads	%
RCSD	**-0.9%**	**1,805**	**1,181**	**65.4%**	**1984**	**1,315**	**66.3%**
EAST UPPER HIGH SCHOOL	3.9%	177	144	81.4%	169	131	77.5%
EDISON CAREER AND TECHNOLOGY HIGH	0.5%	387	194	50.1%	450	223	49.6%
FRANKLIN UPPER SCHOOL	NA	225	103	45.8%	NA	NA	NA
INTEGRATED ARTS AND TECH HIGH SCHOOL (CLOSED)	14.2%	12	9	75.0%	143	87	60.8%
JAMES MONROE HIGH SCHOOL	-18.1%	156	96	61.5%	147	117	79.6%
JOSEPH C WILSON MAGNET HIGH SCHOOL	7.6%	172	134	77.9%	212	149	70.3%
LEADERSHIP ACADEMY FOR YOUNG MEN	-5.7%	88	49	55.7%	102	63	61.8%
NORTHEAST COLLEGE PREP HIGH SCHOOL	-6.5%	125	78	62.4%	119	81	68.1%
ROCHESTER EARLY COLLEGE INTERNA HS	1.4%	68	62	91.2%	88	79	89.8%
SCHOOL 58-WORLD OF INQUIRY SCHOOL	-6.3%	96	84	87.5%	97	91	93.8%
SCHOOL OF THE ARTS	-4.4%	178	160	89.9%	174	164	94.3%
SCHOOL WITHOUT WALLS	4.3%	67	55	82.1%	63	49	77.8%
VANGUARD COLLEGIATE HIGH SCHOOL (CLOSED)	-14.4%	14	4	28.6%	165	71	43.0%

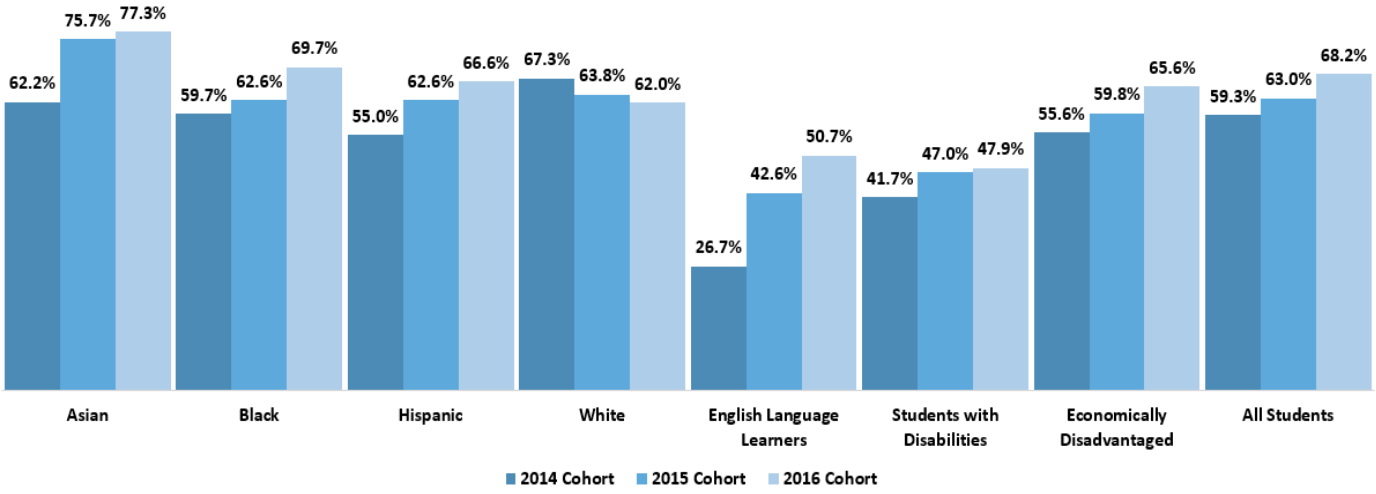
Homebound (HB) - ROCHESTER CITY SD	---	1	0	0.0%	3	0	0.0%
Out of District (OOD)	3.9%	39	9	23.1%	52	10	19.2%

Rochester City School District Preliminary June Graduation Rates by School
2017 Total Cohort

Notes:
Graduates: Students identified as graduates have been confirmed as meeting graduation requirements by the Office of Accountability.
Out of District (OOD): OOD numbers of graduates will likely increase. Typically, earned credit information is returned to RCSD throughout the summer.

Sources:
Total Cohort Enrollment: *NYSED Student Information Repository System (SIRS) 201 - Total Cohort Summary report.*
Graduation Numbers: *Data extract of students identified as graduated by the buildings from PowerSchool*

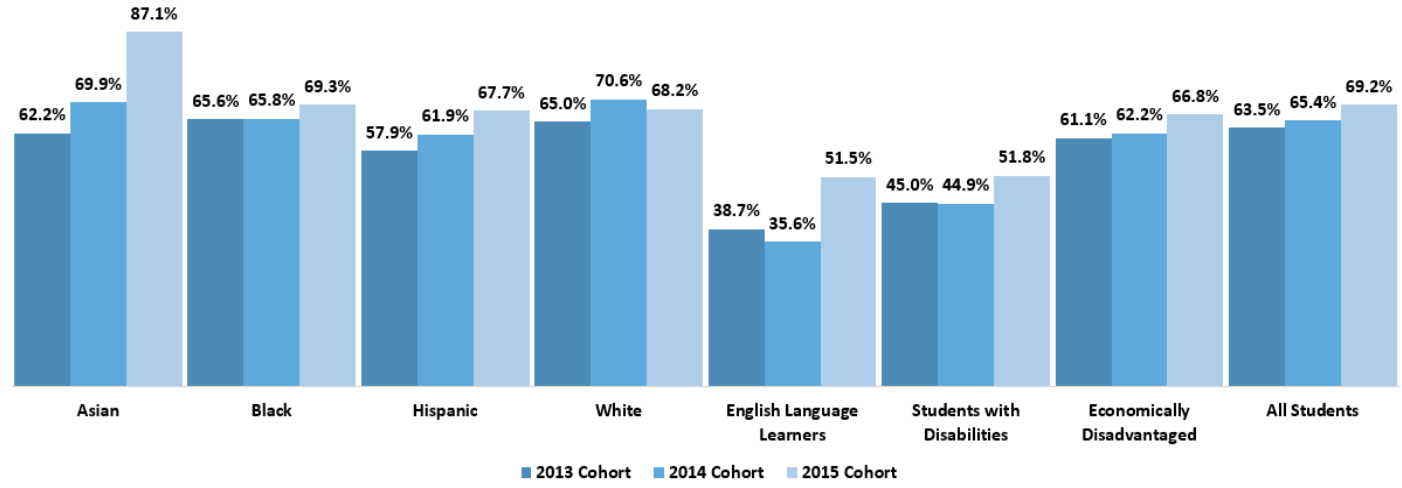
4-Year August Graduation Rates by Accountability Subgroup



Source: Total Cohort Summary Report.

OoA, RU, 8/10/2021

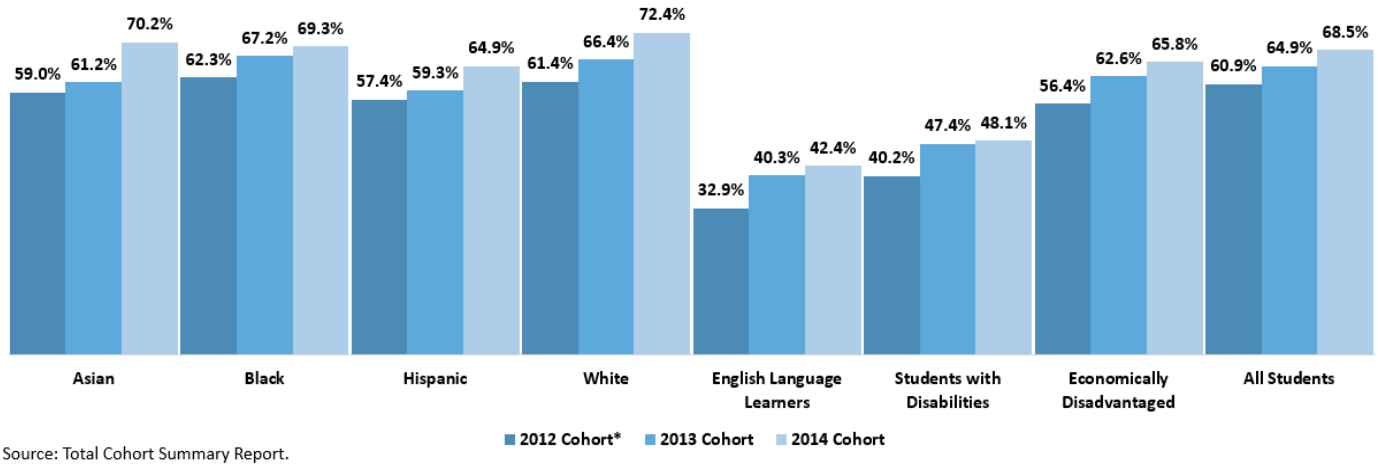
5-Year August Graduation Rates by Accountability Subgroups



Source: Total Cohort Summary Report.

OoA, RU, 8/10/2021

6-Year August Graduation Rates by Accountability Subgroups

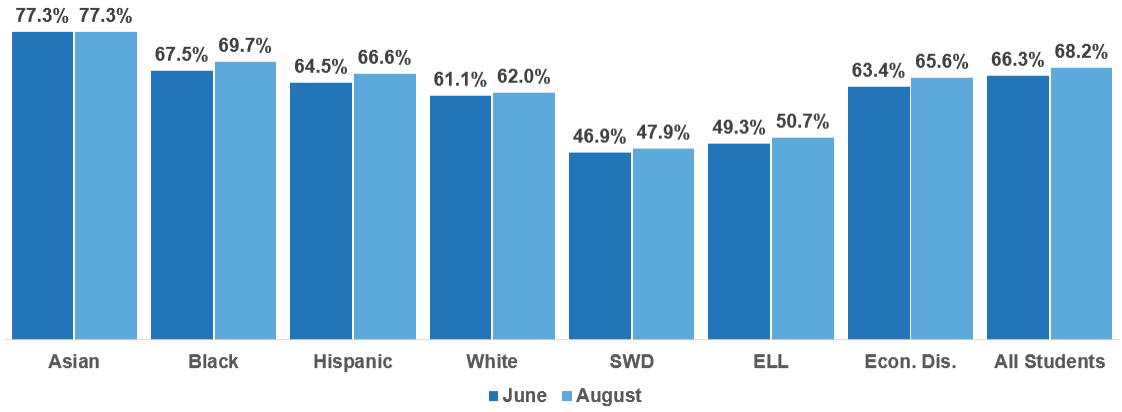


Source: Total Cohort Summary Report.
* 2012 Cohort does not include August graduates – August 6-Year graduates not provided by the State prior to 2018-19.

OoA, RU, 8/10/2021

2016 Total Cohort June versus August Results

Summer school has a positive impact on all students except Asian students. The subgroups of Black and Economically Disadvantaged had the highest increase in graduation rate.

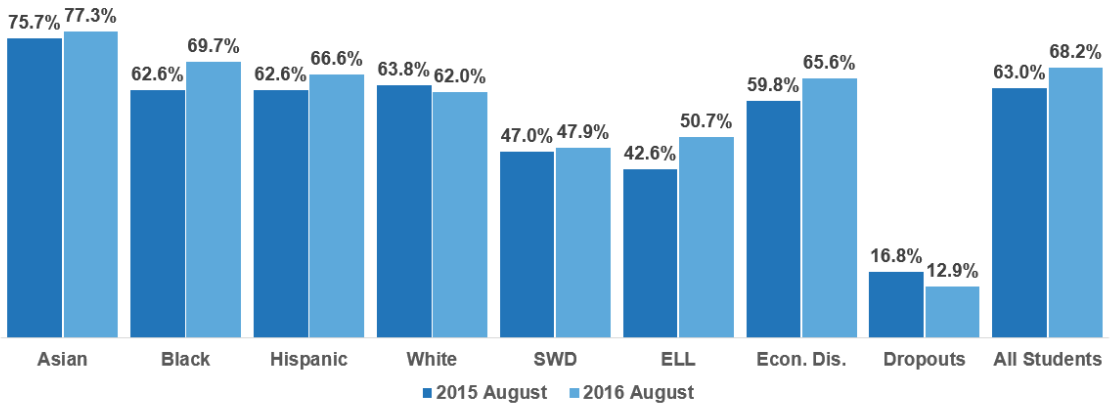


Source: *Total Cohort Summary Report.*

OoA, RU, 8/10/2021

August 2016 Total Cohort versus August 2015 Total Cohort Results

All Accountability Subgroups show an increase in graduation rate from the previous year except for White Students.



Source: *Total Cohort Summary Report.*

OoA, RU, 8/10/2021

August Graduation Rates - by the Numbers

School	August 2020 Grad Rate	Total Cohort #	August 2018 Grads		August 2019 Grad Rate	Total Cohort #	August 2019 Grads	Increase / Decrease
East	78.1%	169	132		69.7%	178	116	8.4%
Edison	51.8%	450	233		52.4%	445	205	0.6%
IATHS	61.5%	143	88		52.8%	127	63	8.7%
LAYM	62.7%	102	64		61.3%	93	57	1.4%
Monroe	81.0%	147	119		60.7%	201	114	20.3%
NECP	72.3%	119	86		66.9%	157	98	5.4%
RECHS	93.2%	88	82		91.4%	81	69	1.8%
SOTA	94.8%	174	165		96.1%	179	170	1.3%
SWW	87.3%	63	55		82.0%	61	47	5.3%
Wilson	71.2%	212	151		67.9%	221	135	3.3%
WOI	93.8%	97	91		91.2%	91	81	2.6%
Vanguard	44.8%	165	74		34.6%	188	56	10.2%
OOD	23.1%	52	12		20.3%	64	10	2.8%
DISTRICT	68.2%	1,984	1,353		63.0%	2086	1221	5.2%

Source: *Total Cohort Summary Report.*

OoA, RU, 8/10/2021

2016 Total Cohort Enrollment Breakdown by Subgroup

Close to 20% of the 2016 Total Cohort are still enrolled and have potential to graduate in the future. The percentage of students recognized as dropped is higher for White, ELL and SWD.

Please see Appendix D for additional graduation data.

Subgroup	2016 Total Cohort as of Sept 2020		Still Enrolled		Dropout		Non Graduates (commencement credential / GED)		Graduate	
All Students	1,984	100%	371	18.7%	255	12.9%	5	0.3%	1,353	68.2%
American Indian	5	0.3%	1	20.0%	0	0.0%	0	0.0%	4	80.0%
Asian	75	3.8%	8	10.7%	9	12.0%	0	0.0%	58	77.3%
Black	1,106	55.7%	217	19.6%	115	10.4%	3	0.3%	771	69.7%
Hispanic	580	29.2%	101	17.4%	92	15.9%	1	0.2%	386	66.6%
Multiracial	10	0.5%	3	30.0%	2	20.0%	0	0.0%	5	50.0%
White	208	10.5%	41	19.7%	37	17.8%	1	0.5%	129	62.0%
SWD	405	20.4%	125	30.9%	83	20.5%	3	0.7%	194	47.9%
ELL	280	14.1%	53	18.9%	85	30.4%	0	0.0%	142	50.7%
Eco Dis	1,678	84.6%	331	19.7%	242	14.4%	5	0.6%	1,100	65.6%

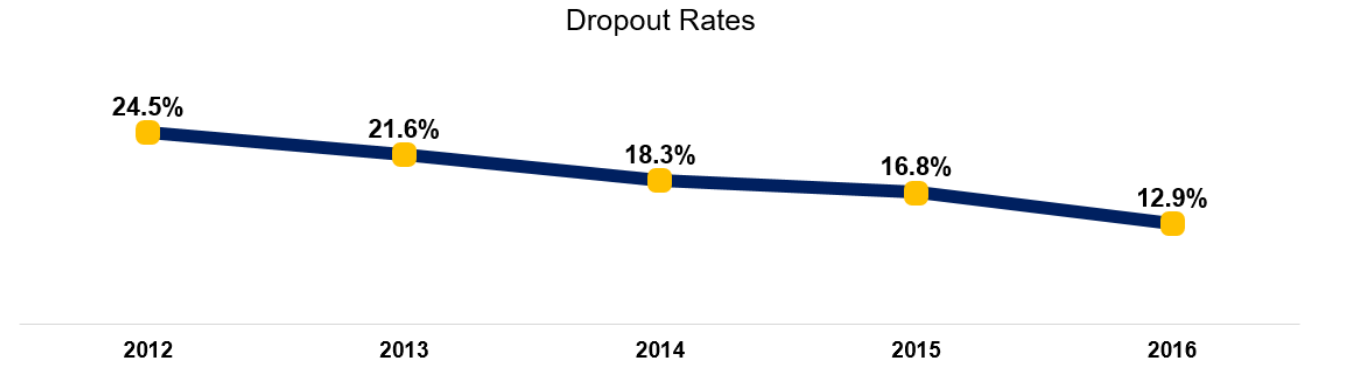
Source: *Total Cohort Graduation Summary Report.*

OoA, RU, 8/10/2021

Dropout Rates

The percentage of dropouts has continued to decrease over the past five years. The 2016 cohort saw a decrease of 3.9% from the previous dropout rate of 16.8%

Dropout Rate Data



Source: *Total Cohort Summary Report.*

OoA, RU, 8/10/2021

Northwest Evaluation Association (NWEA)

The RCSD uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in Reading and Math across all schools in the District. These computerized tests are adaptive; when taking a MAP test, the difficulty of each question is based on how well a student answered all the previous questions. As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

How do we use these assessments?

NWEA assessments are used to measure students' progress in school. After a student takes an NWEA assessment, his/her results are available almost immediately for teachers and students to see. These detailed results are used by teachers to pinpoint where students' strengths and weaknesses are, and the results give teachers the information they need to meet their students' individual needs.

Who takes these assessments?

NWEA assessments in Reading and Math are administered three times per year to all students in Grades 1 through 8. Kindergarten students take the assessment twice each school year.

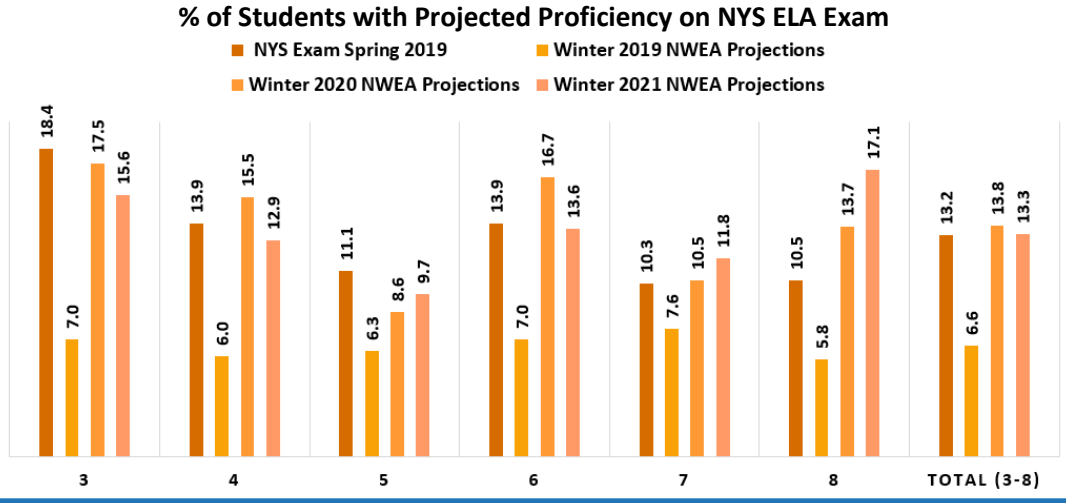
How much time do these assessments take to administer?

The Math and Reading assessments each take between 30-60 minutes for each administration.
For more information, please visit the RCSD Assessment and NYS Testing page

NWEA Winter Results (Three-Year Trend):

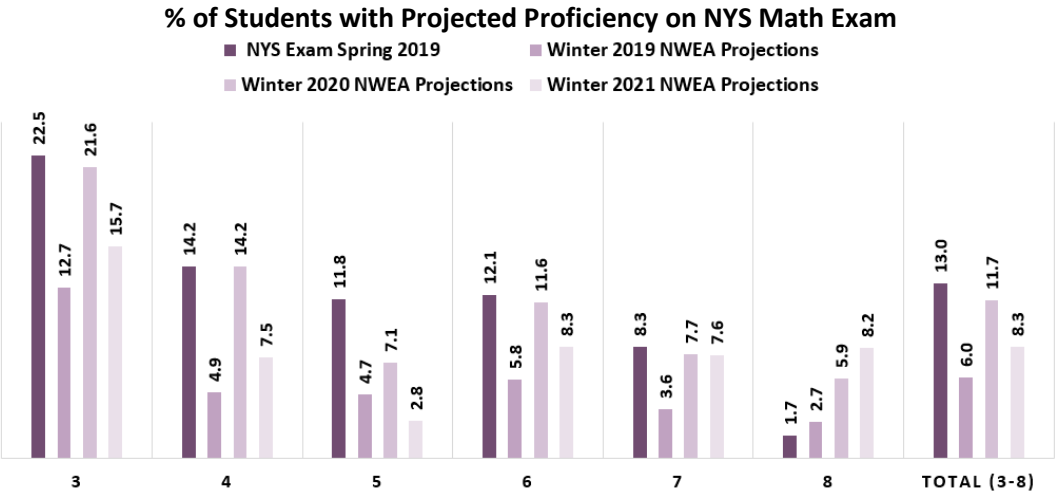
- Due to the Pandemic, NWEA was not administered in spring 2020, so the three-year comparison of spring results was unavailable.
- **Projected Proficiency** - Winter 2021 saw a lower projected NYS proficiency rate for ELA (13.3%) than winter 2020 (13.8%) and was comparable to the actual NYS ELA proficiency rate in spring 2019 (13.2%). Projected NYS proficiency rate for math was 8.3% in winter 2021, lower than both the winter 2020 projection (11.7%) and the actual NYS Math proficiency rate in spring 2019 (13.0%).
- **Projected Level 2 and above** - The percentage of students projected to score in Levels 2 and above on ELA was 36.7% in winter 2021, lower than both the winter 2020 projection (41.2%) and the actual NYS ELA results in spring 2019 (38.9%). Similarly, for math, the projected percentage was 23.9% in winter 2021, lower than both the winter 2020 projection (31.4%) and the actual NYS ELA results in spring 2019 (32.3%).
- **Percent at and above norm** - The District has seen an overall increase in the proportion of students scoring at or above the NWEA national norms in both ELA (from 22.4% in winter 2019 to 25.1% in winter 2021) and math (from 17.9% in winter 2019 to 18.8% in winter 2021). This upward-going trend was seen across all key subgroups for both ELA and math, except for a slight decrease for Black students in math.

NWEA Winter (Three-Year Trend)



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021



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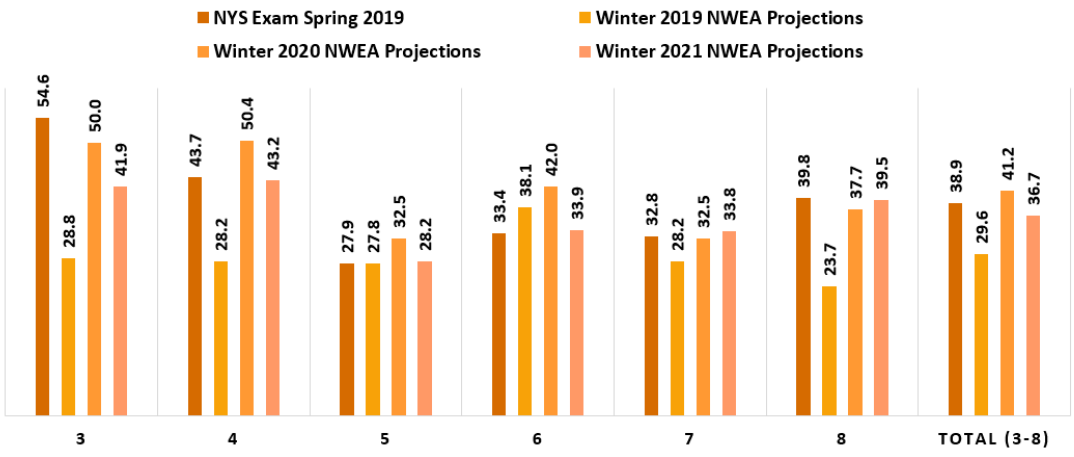
OOA/NAE/JULY 2021

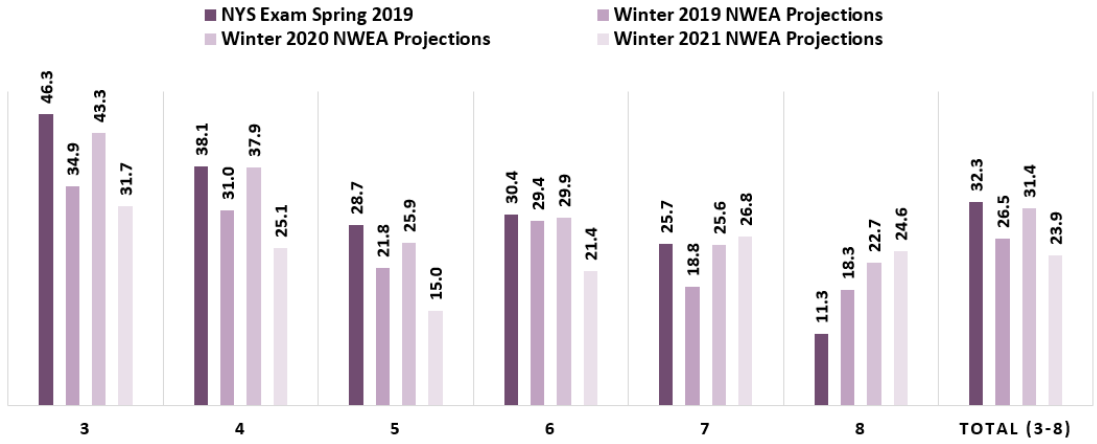
% of Students who were Projected to be Level 2 and Above on NYS ELA Exam



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

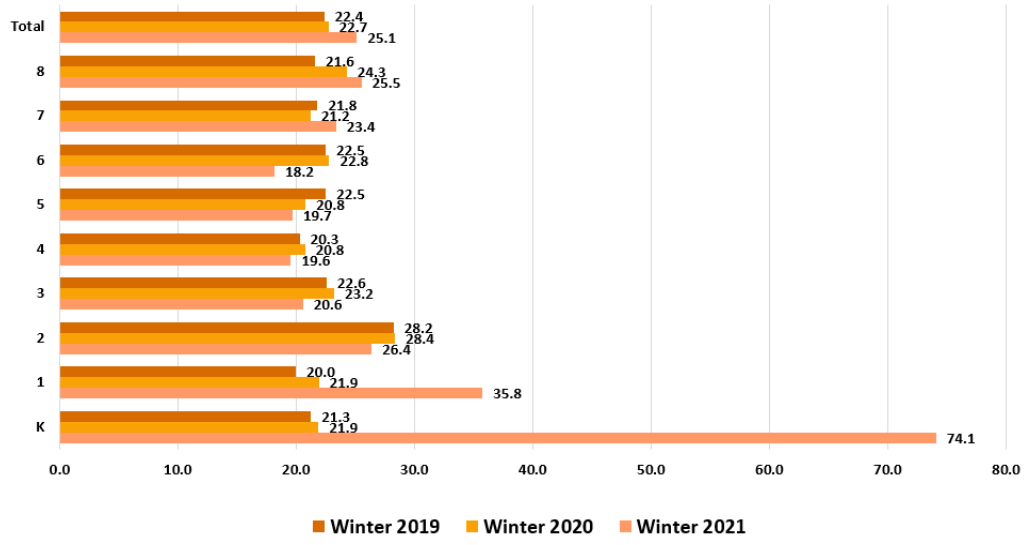
% of Students who were Projected to be Level 2 and Above on NYS Math Exam



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

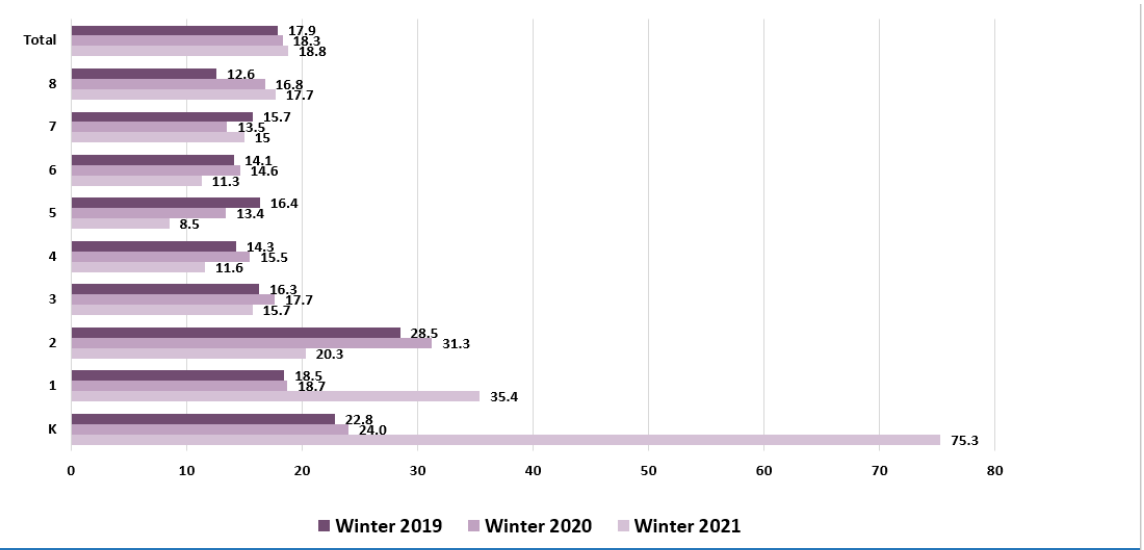
% of Students At or Above National Norm - Reading



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

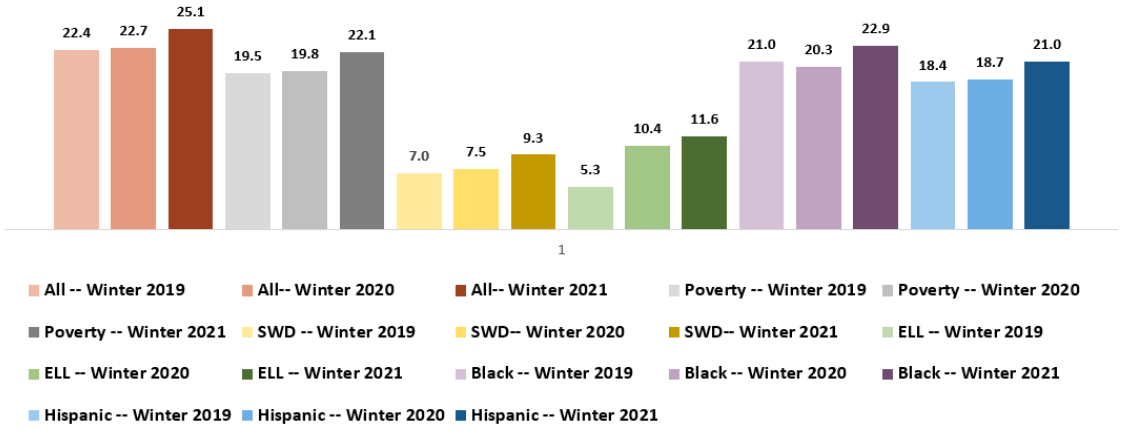
% of Students At or Above National Norm - Math



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

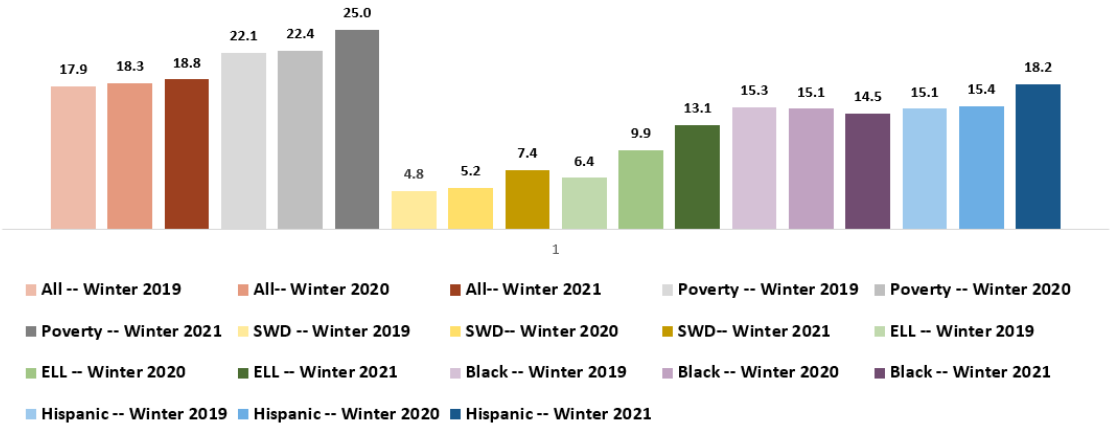
Percent At or Above National Norm - Reading District-Level Subgroup Comparison



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

Percent At or Above National Norm - Math District-Level Subgroup Comparison



Note: The NWEA-NYS exam projection in Winter 2020 and 2021 are based on a new NWEA-NYS linking study released in Jul 2020, and yet the projections for Winter 2019 is based on an earlier linking study released back in March 2016.

OOA/NAE/JULY 2021

Attendance and Chronic Absenteeism Rate

In New York State, as per Commissioner's Regulations (CR) 104.1, each school is required to take attendance at least once a day for state aid purposes and have a "register of attendance," defined in CR 104.1 as "any written or electronic record maintained for the purpose of recording the attendance, absence, tardiness or early departure for a pupil." If the register contains the information set forth in CR 104.1(d), the District is free to develop its own format to be used within the context of its comprehensive attendance policy. For more information about Attendance in the Rochester City Schools, please visit the website at Attendance Department

Chronic absence from school, defined as students missing at least ten percent of the school days for which the students are enrolled, warrants urgent attention, as chronic absence diminishes successful student outcomes and undermines education and learning. Extensive research and common sense tell us that the less time students are in school the less they can gain from sound curricula and exemplary instruction.

Chronic absence is closely associated with poor performance in priority academic areas, including reading proficiency, math performance, graduation rates, and even college completion. The reduction of chronic absence is a means for narrowing the achievement gap as research indicates low-income students are more likely to be at risk of chronic absence. Clearly, having students in school for instruction is a fundamental first step to helping students achieve.

Chronic absence differs from other attendance measures because its emphasis is on missed instructional time, which includes both unexcused and excused absences (this distinguishes it from truancy, which focuses on only unexcused absences). Chronic absence also differs from the annual daily attendance (ADA) rate in that the ADA rate provides a collective, broad-brush view of attendance and does not provide information on the degree to which individual students are missing instructional time. At the local level, identification of students who are, or are at-risk of becoming, chronically absent provides the opportunity for intervention to engage students and their families so that students come to school and can learn.

Chronic Absenteeism is a L2 indicator reported data field by student subgroups to the NYSED to fulfil NYS Accountability system requirements. These data have not been released by the NYSED as of June 30, 2021.

During the pandemic that occurred in the 2020-21 school year, students were required to attend instruction daily, even when instruction was provided in a remote learning environment. Daily attendance was taken in PowerSchool by each teacher for each class at the secondary level, and every day at the elementary level by the child's teacher. Teachers and students were expected to engage in substantive daily interaction (teacher to students and students to teacher).

Administrators supported teachers and families in regard to student engagement with remote learning protocols and expectations, including regular attendance and work completion. Building plans reflected how each school-based team monitored, supported, and developed plans to assist students who struggled with attendance and chronic absenteeism.

Due to the Pandemic, NYSED did not compute chronic absenteeism rates for the 2019-20 school year. RCSD's Chronic Absenteeism rate was 42.2% in the 2020-21 school year. Black students, Hispanic students, students with disabilities, and economically disadvantaged students had higher chronic absenteeism rates than other key subgroups and the District average for the 2020-21 school year.

- At the elementary/middle level, the Chronic Absenteeism rate was 39.7% in the 2020-21 school year.
- At the high school level, the Chronic Absenteeism rate was 47.2% in the 2020-21 school year.

Average Daily Attendance & Chronic Absenteeism Rate

Average Daily Attendance Rate Comparison

Subgroup	2018-2019	2019-2020	2020-2021	2- or 3-Year Trend
All (K-12)	86.8%	86.3%	83.2%	-3.7%
Female	86.8%	86.3%	NA	-0.5%
Male	86.9%	86.3%	NA	-0.6%
American Indian/Alaskan Native	87.1%	79.9%	NA	-7.2%
Black	87.2%	86.9%	NA	-0.3%
Hispanic	85.3%	84.6%	NA	-0.6%
Asian	91.6%	90.3%	NA	-1.2%
Native Hawaiian/Other Pacific Islander	95.1%	92.5%	NA	-2.6%
White	88.1%	87.4%	NA	-0.7%
Multiracial	92.4%	85.4%	NA	-7.0%
Students with Disabilities	85.0%	84.7%	NA	-0.3%
English Language Learners	85.4%	85.3%	NA	-0.1%
Economically Disadvantaged	86.2%	85.6%	NA	-0.6%
Grades K-6	90.2%	90.0%	84.7%	-5.5%
Grades 7-12	81.7%	82.2%	81.4%	-0.3%
Ungraded (i.e., NYSAA)	82.4%	83.4%	NA	1.0%

Chronic Absenteeism Comparison

Subgroup	2018-2019	2019-2020*	2020-2021*
All (1-12)	44.7%	NA	42.2%
Female	44.7%	NA	40.7%
Male	44.7%	NA	43.5%
American Indian/Alaskan Native	51.4%	NA	54.1%
Black	42.8%	NA	43.5%
Hispanic	52.7%	NA	44.9%
Asian	22.4%	NA	19.9%
Native Hawaiian/Other Pacific Islander	30.0%	NA	5.0%
White	38.0%	NA	30.8%
Multiracial	37.5%	NA	50.7%
Students with Disabilities	52.0%	NA	48.1%
English Language Learners	47.8%	NA	41.1%
Economically Disadvantaged	47.1%	NA	44.8%
Grades 1-8	37.6%	NA	39.7%
Grades 9-12	59.9%	NA	47.2%

Unduplicated Suspension Rate:

Short-term Suspension

A principal has the authority to suspend a student for 1-5 days when a student's behavior presents a clear and present danger of physical injury to the student, other students, or school personnel, or prevents the orderly operation of classes or other school activities. Suspended students must be provided with alternative instruction, including homework and class work.

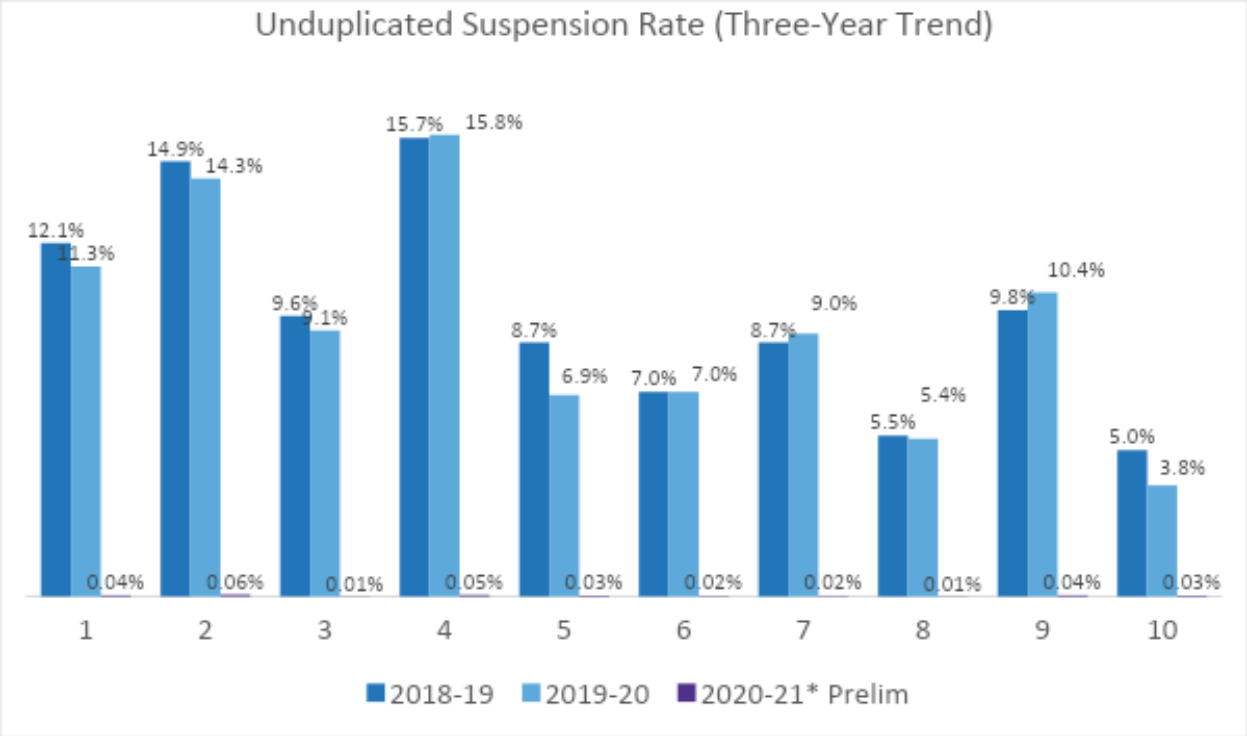
Long-term Suspension

A long-term suspension is a period of suspension that exceeds five days as determined by the Superintendent or Board of Education. A student who receives a long-term suspension must be provided with the opportunity for a hearing at which the student can present evidence and witnesses on his/her behalf and to question the school's witnesses.

For more information about suspensions in the RCSD, please visit Interventions in RCSD

- RCSD's unduplicated suspension rate was 12.1% in the 2018-19 school year, 11.3% in the 2019-20 school year, and 0.04% in the 2020-2021 school year for all those who had been enrolled in the District for 10 or more instructional days.
- The unduplicated out-of-school suspension (OSS) rate for both the 2018-19 and 2019-20 school years was 7.0%, and the preliminary OSS suspension rate for the 2020-21 school year was 0.02%.
- Black students and students with disabilities had higher suspension rates than other subgroups and the District average for the past three years.
- There were only 9 School Safety and the Educational Climate (SSEC)-reportable incidents in the 2020-21 school year.

Unduplicated Suspension Rate



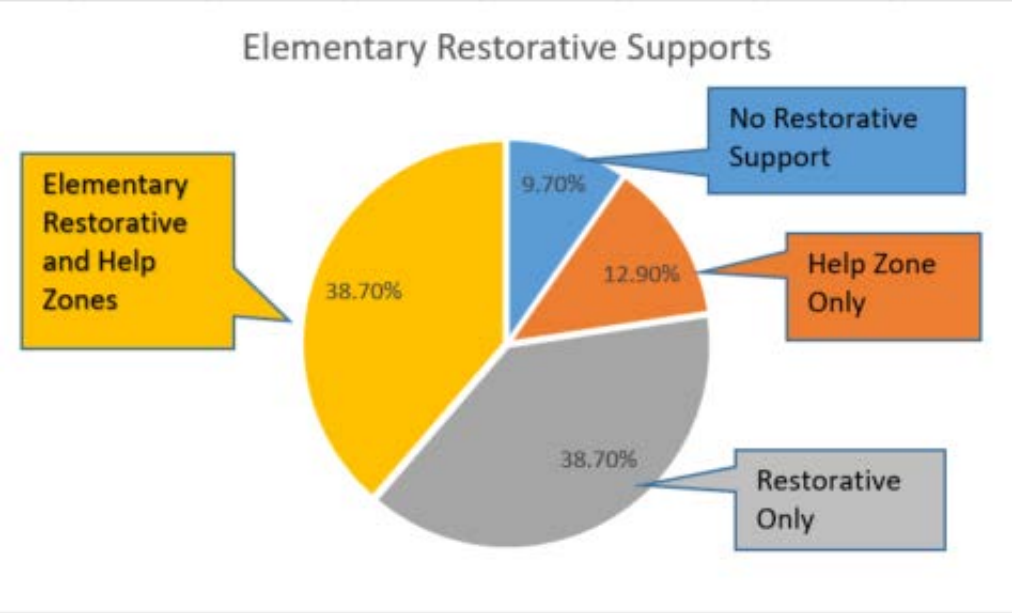
Improve Percentage of Restorative Practices in Schools

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior and rule violations and to improve school climate and culture. Restorative practices can improve relationships among students;

between students and educators; and even among educators, whose behavior often serves as a role model for students. Restorative practices allow each member of the school community to develop and implement a school's adopted core values.

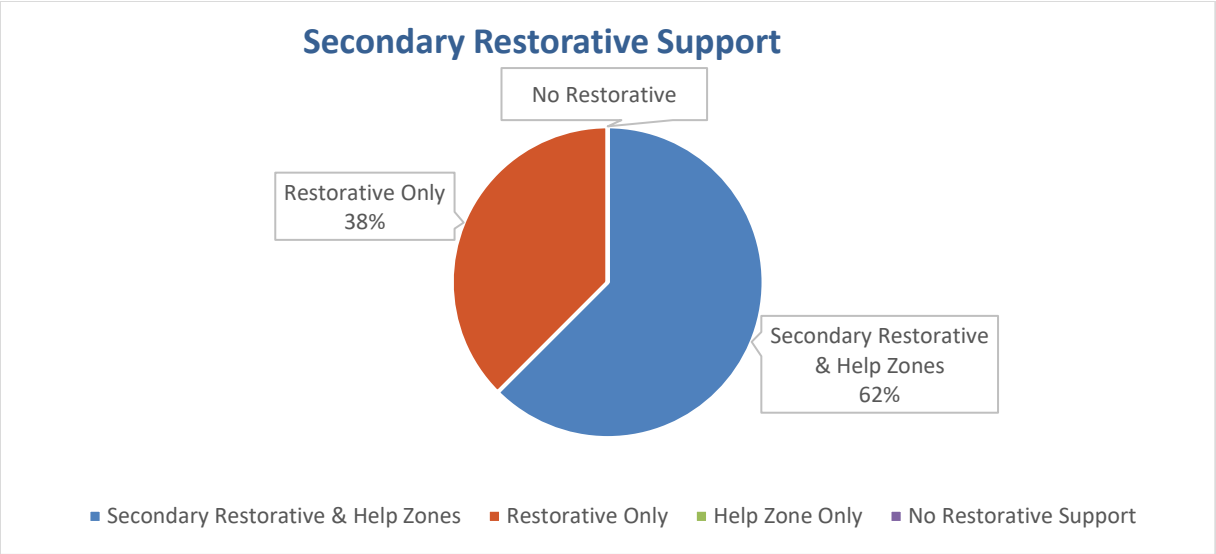
For more information, please visit **RCSD Restorative Practices** and for information regarding the RCSD Help Zones please visit https://gandhiinstitute.org/2017/04/27/what-is-a-help-zone/

Restorative Practices Data 2020-21				
		2020-21		
Strategic Plan Benchmarks 2020-2025	**Improve % of Restorative Practices Schools** % of Restorative Schools **All - 95%** % of Restorative Schools **Elementary - 57%** % of Restorative Schools **Secondary - 85%**	**93.75%** **87.5%** **100%**		
Elementary Schools with Restorative Support (32) **Exceeded the benchmark of 57% (87.5% actual)**	**Restorative & Help Zone** #2* #3* #5* #12* #16* #17* #19* #28* #39* #50* #54* #58*	**Restorative Only** #7 #10 #22 #23 #29 #33 #35 #41 #42 #46 #52 #15	**Help Zone Only** #4* #8* #34* #45*	**No Restorative Support** #9 #25 #53
Secondary Schools with Restorative Support (16) **Exceeded the benchmark of 85% (100% actual)**	**Restorative & Help Zone** Northeast College Prep* Edison* Monroe Lower/Upper* #58* Franklin Lower/Upper* Leadership Academy for Young Men* Wilson Foundation* Wilson Commencement* Northwest College Prep* Rochester Early College*	**Restorative Only** Youth & Justice Lynx North Star SOTA SWW EAST Lower/Upper	**Help Zone Only**	**No Restorative Support**
***CFY-Help Zones**				**Total of 48 Schools**



Elementary Restorative & Help Zones	12	**38.7%**
Restorative Only	12	**38.7%**
Help Zone Only	4	**12.9%**
No Restorative Support	3	**9.7%**

During the 2020-21 School Year, **90.3% of Elementary Schools either had restorative support from the ROC Restorative team or Help Zones*



Secondary Restorative & Help Zones	10	**62.50%**
Restorative Only	6	**37.50%**
Help Zone Only	0	**0.00%**
No Restorative Support	0	**0.00%**

** During the 2020-21 School Year, **100%** of Secondary Schools either had restorative support from the ROC Restorative team or Help Zones*

** Elementary/Secondary combined **93.75%** (actual) 2025 Benchmark 95%*

Fiscal Overview of District

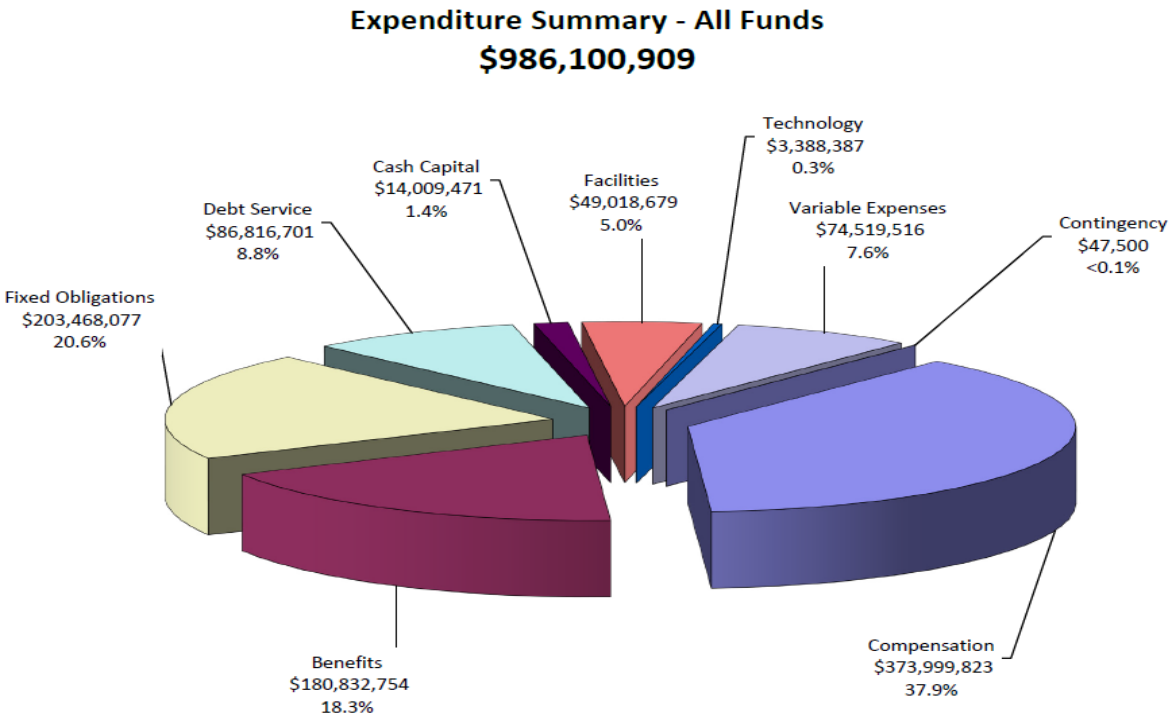
This discussion and analysis of the RCSD's financial performance provides a review of the District's financial activities for the fiscal year ended June 30, 2021. The intent of this section is to look at the District's financial performance as a whole. Additional financial information and statements can be provided to the public upon request to the District to supplement the understanding of the District's financial performance.

As of July 2021, the Finance Department has not yet fully closed the fiscal year 2020-21 report. However, the budget was balanced in November 2020.

A $10M allocation to the capital fund was waived by the City of Rochester to address an anticipated significant shortfall. Additional steps were taken to reduce contractual expenditures resulting from the remote instructional environment and implement control mechanisms to balance the budget. Examples of district-wide controls implemented included a hiring freeze, travel/conference freeze, a reduction in the usage of PCards (purchase cards), the transfer of Concur Direct Pay vendors to the PeopleSoft system, and the implementation of a year-end budget freeze. This yielded an additional $18.9M reduction that contributed to the balancing of the budget.

2021-22 (Proposed) Budget by Fund

	2020-21 Original Budget	2021-22 Proposed Budget	Increase / (Decrease)
General Fund	$780,677,964	$840,274,692	$59,596,728
Special Aid Fund	$122,360,860	$121,865,758	($495,102)
School Food Service Fund	$24,549,000	$23,960,459	($588,541)
Total	**$927,587,824**	**$986,100,909**	**$58,513,085**



Like many districts in New York State, the District found that the COVID-19 pandemic resulted in higher-than-normal fund balance levels. Preliminary projections are showing an operating surplus for the 2020-21 school year to be approximately $60M. When added to the 2019-20 school year fund balance levels, the total fund balance (all classifications) will be approximately $142M.

The liquid cash flow as of the month-end of June 30, 2021, is $104.9M, which represents a $23.5M reduction from the same period last year. The $104.9M includes the repayment of the 2020-21 fiscal year $86M Revenue Anticipation Note (RAN) as well as $15.6M in prepaid expenditures for the 2021-22 fiscal year. Further, the delay in the $20M General Aid payment and the $43.2M Lottery Aid payment, both of which were to be received on June 30, 2021, but were not paid by the State until July 1, 2021, had a significant impact on the June 30 liquid cash flow position. When adjusting for the State Aid payments alone, the ending cash balance as of June 30, 2021, month-end would have been $168.1M, representing a $40M increase over the same period for the 2019-20 fiscal year. The improvement in the District's liquid cash flow position has allowed the District to forego the need of a Revenue Anticipation Note (RAN) in the 2021-22 fiscal year. The elimination of the RAN was an objective met in the District's effort to reduce short-term debt.

Projected General Fund Expenses by Function

General Fund Expenses:	2019 – 20 Actual	2020 – 21 Adopted Budget	2021 – 22 Projected Budget	$Change	%Change
General Support	$52,729,778	$68,849,691	$58,054,790	($10,794,901)	(15.7%)
Instruction	$401,415,553	$398,480,672	$449,216,900	$50,736,228	12.7%
Transportation	$52,340,651	$77,914,612	$77,504,583	($410,029)	(0.5%)
Community Development	$450,730	$359,546	$212,607	($146,939)	(40.9%)
Benefits	$141,473,344	$150,965,138	$154,349,110	$3,383,972	2.2%
Other (including debt)	$89,252,387	$84,108,305	$100,936,701	$16,828,396	20.0%
Total	$737,662,443	$780,677,964	$840,274,692	$59,596,728	7.6%

As a result of the development of a culture of spending discipline, coupled with the improved financial condition of the District overall, the City's Moody's rating, as well as the S&P rating, were upgraded from Negative to Stable, and both rating entities made comments that the District is no longer viewed as placing a financial constraint upon the City's financial position. The market responded favorably to the improved rating. The JPMorgan bid on the City's $132.4M Bond Anticipation Note (BAN) Series II with an interest rate of .086%, the lowest interest rate ever awarded to Rochester in the history of the BAN muni market.

Summary of Current Academic, Fiscal and Operational Status

Current Academic Status

The Academic Department has focused on the comprehensive update of programs, materials, textbooks, and assessments. As such, significant efforts were focused on selecting and reviewing instructional materials that were available for students across all core content areas. This included identifying and purchasing secondary history materials, middle school science materials, and instructional resources needed for both our bilingual and special education population. Additionally, RCSD is in the first-year of implementation of our K-5 literacy program: MyView/MyVision. As an additional instruction component, schools also utilized the Successmaker platform as a supplemental literacy resource. The District implemented a standards-aligned ELA curriculum based on the EngageNY modules for students in grades 6-12. Math resources aligned to states standards were created and are available for use in all RCSD classrooms in grades K-12. Specific modifications were made to respond to the acceleration model of math instruction based on research from the field.

Lastly, RCSD submitted applications to the New York State Education Department for several existing career and technical education programs. Submission of two initial applications for expansion programs were also completed in this application cycle.

Assessment Tools

The District established a comprehensive assessment program to measure levels of proficiency for content standards, English language acquisition, reading level, and college and career metrics.

Establishing program evaluation arm to analyze effectiveness of initiatives

Based on the charge to expand and provide program evaluation Districtwide, the Office of Accountability is taking an approach to develop and expand capacity within the department. The major goal is to improve the quality of education for students in grades K to 12 through the analysis of the effectiveness of programs with a cost-benefit lens, complemented by high-quality research and evaluation studies.

The Office of Accountability will include in the Program Evaluation arm:

- Documentation of program or service usage with practitioners and learners,
- Documentation of program or service effectiveness,
- Documentation of program/service effects in improving learning and other educational outcomes, and
- Formative feedback to schools and departments for program/service improvement.

To create the support for Program Evaluation Districtwide, the RCSD will hire two Program Evaluators to supplement the existing Office of Accountability staff and implement the described process. The District is also hiring a Program Evaluator for the Office of Grants and Program Accountability to specifically analyze the effectiveness of the use of federal and state funds. Additionally, the Program Evaluators will participate in the Harvard Strategic Data Project training to build capacity and sustainability for ongoing analysis.

Summer Programming

Summer School enrolled 3,500 students across the District. The District offered programming at Receivership Schools, centralized programs for students K-12, and specialized programming focusing on language, young men of color, and extended school years. This programming provided students with year-round access to their technology platforms.

Summer programming was offered to address unfinished learning. A collaboration with the City of Rochester Department of Recreation and the Rochester Public Library focused on expanded learning opportunities in reading; science technology, engineering, arts, and math (STEAM); and play.

Professional Development

The District will continue to offer Wednesday professional development sessions for teachers in all core content areas. Sessions are interdisciplinary and include information about our specialized populations. Continued offerings will persist through the summer months to provide additional learning for all levels of the organization.

During the year, IM&T provided online professional development to support remote instruction, equating to 5,382 course completions (most teachers completing multiple courses). IM&T had over 5,000 teachers/participants in online office hours to support remote instruction strategies.

Academic Strengths, Challenges, and Areas of Improvement

The RCSD prioritized a focus on strengthening academics. The Academic Department focused on the comprehensive update of programs, materials, textbooks, and assessments. As such, significant efforts were focused on selecting and reviewing instructional materials that were available for students across all core content areas. This included identifying and purchasing secondary history materials, middle school science materials, and instructional resources needed for both our bilingual and special education population.

Additionally, RCSD completed the first-year implementation of our Kindergarten-5 literacy program: MyView/MyVision. As an additional instruction component, schools also utilized the Successmaker platform as a supplemental literacy resource. The shift of prioritization has resulted in a focus on allocating resources to support academic programming.

A significant challenge for the District was enrollment. Enrollment has been declining in RCSD for many years. This can be attributed to poor academic performance, safety concerns, increasing numbers of families choosing charter schools, and increased enrollment in private and parochial schools as well as in homeschooling. RCSD data and the Academic Improvement Plan state that the District needs to reduce its footprint to accommodate fewer students. To address the decrease in enrollment specifically for the 2021-2022 school year, the RCSD team has been and will continue to align staffing levels with enrollments at the school level, apply contractual formulas for staffing to the greatest extent possible, and analyze staffing needs.

Areas that the District has identified as in need of improvement include revamping the high school selection process for our students.

Regarding the high school selection process, after receiving additional feedback, the District requested a modification to the original due date of January 2021 to submit a first draft of the revised RCSD high school selection process. The District requested to submit the first draft of a revised high school selection process to the Instructional Council and the Monitor by May 2021 and to submit a second revised draft to the Equity Student Achievement committee. The request was made to allow for the opportunity to outline a school-based recruitment model that is more family and student friendly and will include more family and student involvement. This revised plan will better align with the budgeting and staffing schedule.

Additional areas that the District has identified as areas of strength, challenge, or in need of improvement in academics are described further in the District Priorities for the Next School Year section.

Current Financial Status

Presently, the fiscal year 2020-21 has not been fully closed. When the District entered into the 2020-21 fiscal year, it was documented that the budget was not balanced. Despite the waiver of the $10M capital allocation from the City of Rochester, the District had a significant shortfall to overcome of approximately $80M. As such, steps were taken to implement control mechanisms to balance the budget. Examples of controls included a hiring freeze, travel/conference freeze, a reduction in the usage of PCards, (purchase cards), the removal of Concur Direct Pay vendors to the PeopleSoft system, and the implementation of a year-end budget freeze. This yielded an $18.9M reduction in the budget and coupled with the reduction in contractual expenditures given the remote instructional environment, resulted in the budget being in balance in November 2020.

Financial Highlights:
Similar to the vast majority of districts throughout New York State, the COVID-19 pandemic resulted in higher-than-normal fund balance levels. Preliminary projections showed an operating surplus for 2020-21 to be approximately $60M, supplemented by savings realized during the pandemic. When added to the 19-20 fund balance levels, the total fund balance (all classifications) will be approximately $142M.

Projected General Fund Revenues/ Appropriated Fund Balance

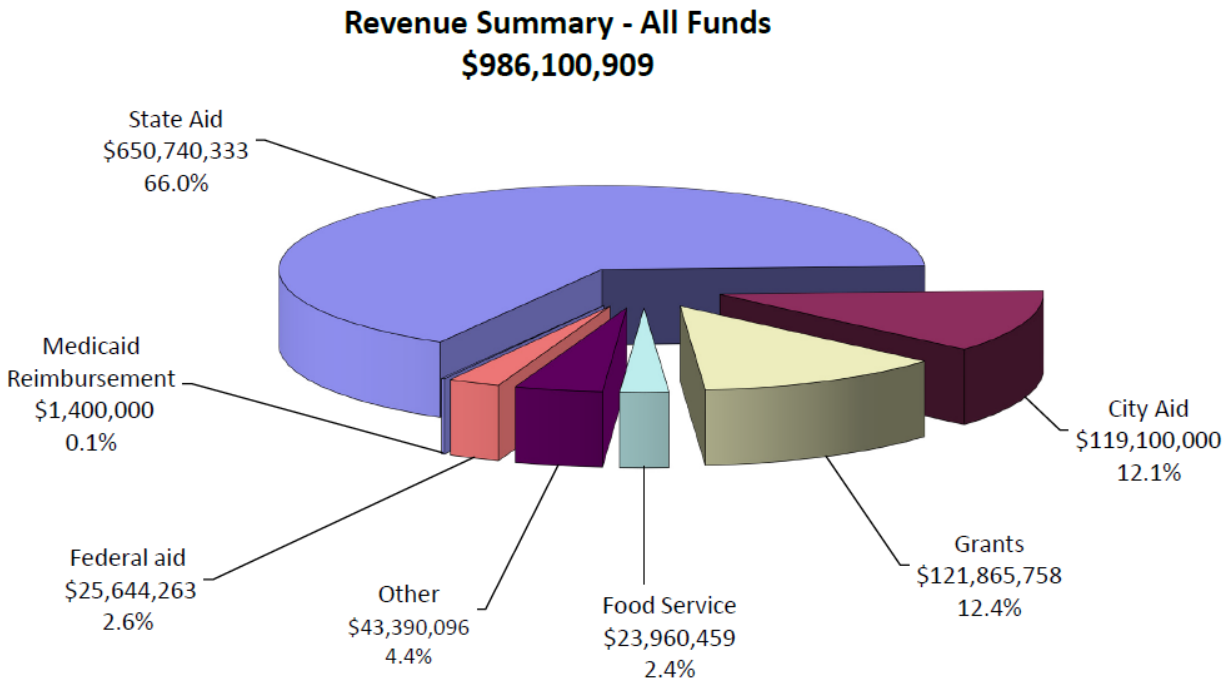
General Fund Revenues:	General Fund Actual 2019-2020	General Fund 2020-21 Adopted	General Fund Proposed Budget 2021-22	$Change 20-21 to 21-22	%Change 20-21 to 21-22
Foundation Aid	$500,721,199	$429,015,925	$513,077,533	$84,061,608	19.6%
Building Aid	$76,159,211	$84,742,971	$83,436,066	($1,306,905)	(1.5%)

CARES Act/ COVID-19 STIM	-	$29,204,733	$23,363,786	($5,840,947)	(20.0%)
Other Federal and State Aid	$105,750,176	$107,436,335	$57,907,211	($49,529,12)	(46.1%)
City of Rochester	$119,100,000	$119,100,000	$119,100,000	-	-
All Other Sources	$11,540,736	$11,178,000	$43,390,096	$32,212,096	288.2%
Total Revenues & Appropriated Fund Balance	$813,271,322	$780,677,964	$840,274,692	$59,596,728	7.6%

Districtwide

As the District enters the 2021-22 fiscal year, it is imperative that District leadership continue to be mindful that the improved financial condition remains in a fragile state. Therefore, a continual message is being delivered to the RCSD Board Commissioners that a portion of the financial improvement is a false read, as the District was not operating under normal conditions. The District will need to remain vigilant in monitoring the structural deficit that again could arise following the end date of the American Rescue Plan Act (ARPA) grant in 2024.

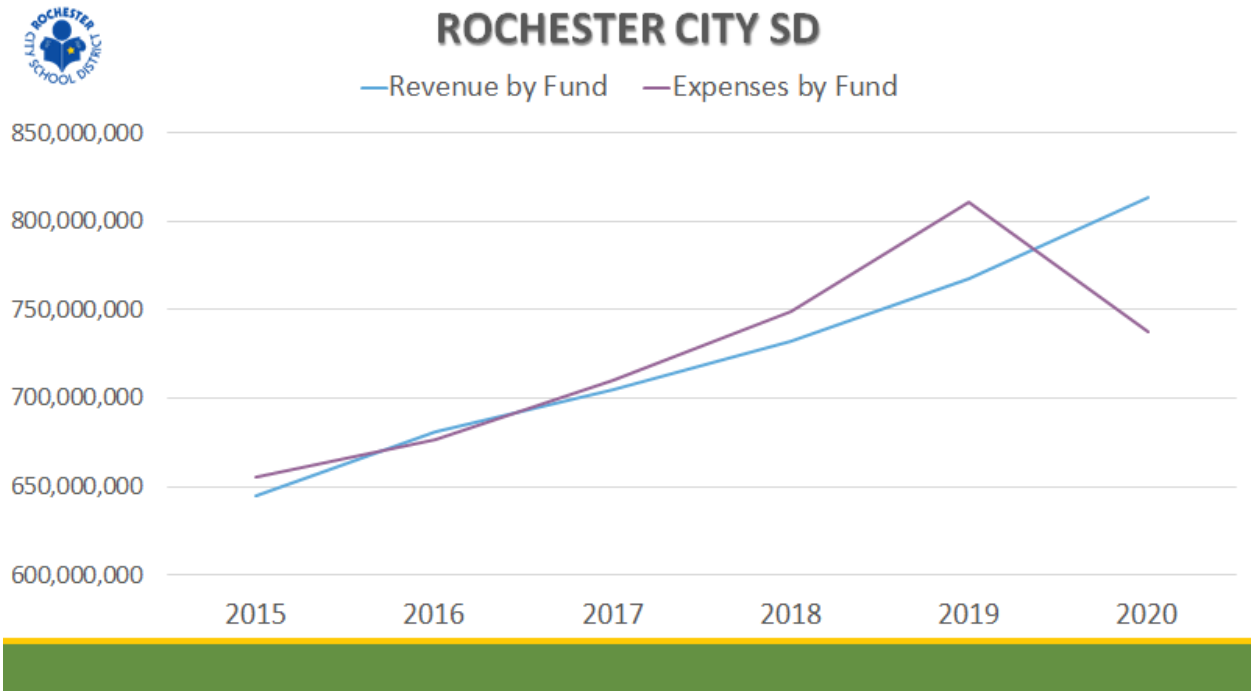
It is important to note that the Chief Financial Officer (CFO) and the Executive Director of Budget took every opportunity to ensure the 2021-22 school year budget accurately reflects anticipated revenues and expenditures. Specifically, the errors made in past budgets included the overstatement of transportation aid revenue and the understatement of expenditures, such as substitute teacher costs, charter school tuition, medical/dental insurance, and Boards of Cooperative Educational Services (BOCES) services. Concerning the substitute teacher costs as well as the charter school tuition expenditures, advice was sought from the Office of State Comptroller(OSC) to determine that calculations were in alignment with OSC projections as well. Additionally, a Substitute Teacher Task Force has been created by the Chief of Human Capital to ensure that the usage of substitute teachers and the cost associated with this expenditure will be reviewed and managed throughout the 2021-22 fiscal year. Also, important to note is that trend analysis was conducted to determine a more accurate portrayal of District revenue and expenditure levels.



Regarding the charter school tuition expenditures, the Finance Department has been charged by the Monitor with the creation of a unit dedicated to the reconciliation and management of charter school expenditures. This effort is currently underway, with a deliverable date of September 2021.

For the first time in a number of years, the Total Aidable Pupil Unit (TAPU) allocation for each school was adjusted upward by the CFO in order that additional funds were made available to the individual schools to meet the needs of their students. Weighted averages are used to allocate the funds, with considerations being made for ELLs, special education, and general education students.

In compliance with the Monitor's Plan recommendations, budget training was held during the 2021-22 school year budget process, and it was made clear that all department managers from deputies, to chiefs, principals, and directors will be held accountable for their own budgets. As such, the usage of centralized budget codes to rectify overages incurred at the building or departmental level have been eliminated from the 2021-22 school year budget. Further, the usage of negative appropriations to offset vacancies within the annual budget has been eliminated. The removal of this practice resulted in a $13.6M negative impact to the 2021-22 school year budget, which was addressed and overcome.



In addition to the improvement of the integrity of the annual budget, the Finance team has implemented the following controls to ensure greater compliance with school business practices. The controls include, but are not limited to, a budget transfer policy being proposed to the Board for approval and adoption, full compliance with the enhanced procurement policy, full compliance with the budget policy, and the Board acceptance of a revision to the fund balance policy. The fund balance policy is currently under review as the year-end is being closed out and the policy requirements are tested against what is practical for the District.

Upon the approval of the Budget Transfer Policy by the Board, a budget transfer report became a standing report included in the monthly financial report package presented to the Board. Recently, to meet another Monitor recommendation, a more detailed report has been included as well to reflect the activity within the grant funds.

To continue positive fiscal trends, RCSD will need to reduce the District's footprint to align with the declining enrollment. As such, staffing levels will need to be adjusted downward, and the District will need to be diligent in managing the staffing levels in accordance with contractual formulas. Further, as stated both within the Budget Policy and within the Academic Plan, it is imperative that the District evaluate and eliminate those programs that and vendors who are not contributing to the successful academic outcome of RCSD students. The District will need to remain diligent in performing vendor cost analysis and aggressively negotiate contract renewals.

Regarding revenue generation, according to the recommendations within the Monitor Plans, the District's Medicaid reimbursement practices are currently undergoing a compliance review by an independent Certified Public Accounting (CPA) firm, and the District will be entering into an agreement with the Questar BOCES for assistance with System to Track and Account for Children (STAC) processing. The District's Office of Grants and Program Accountability (OGPA) has also been working very closely with the Monitor to ensure that all grant opportunities are fully defined and utilized to the greatest extent possible.

As recommended in the Monitor's Plan, the Finance team is also actively engaged with the recodification project listed within the Financial Plan to align the District's code with the New York State Uniform System of Account Codes. This effort is being completed in tandem with the integration of the Financial and Human Resource (HR) PeopleSoft system to the Oracle Platform. In addition to the integration of the Oracle platform, the District is working diligently with Frontline to upgrade the Special Education Management System to gain greater operating and compliance efficiencies. As a further enhancement to operating efficiencies, the District has partnered with JPMorgan Chase to incorporate their e-payables, check printing/processing functionality, and OneCard platforms. At this juncture, the implementation is approximately 30% complete, and the go-live date for the conversion is September 7, 2021.

As it pertains to the 2021-22 budget year, the CFO has slightly changed the year-end budget freeze process whereby the cease in spending will be set for February 25, 2022. The change in the date better aligns with the closeout of the semester, which allows the Finance Department to work collaboratively with the schools and various departments in this spending control practice.

In addition to the creation and delivery of a weekly Confirming Order Report and a Quarterly Confirming Order Report Summary, each building and department manager will begin receiving other financial reports that will allow them to monitor their budget spending and become more actively involved in the budgeting process. The Monitor's recommendation includes the following reports to be made available to all schools and departments by October 2021: Available Funds Report, Budget Transfer Report, Open Purchas Order (PO) Report, Staffing Template, Substitute Utilization Report, PCard Usage Report, and Over-Time Report. It is important to understand that the Confirming Order report will be used to determine who will receive a PCard under the new JPMorgan Chase platform based upon violations previously committed by those employees who previously held cards. Cards will not be extended to violators, and a Progressive Discipline process will be implemented once the new platform is released. The PCard process will be drastically changed in that fewer cards will be available and tighter controls will be implemented at all levels.

The Monitor's Plan recommendations include the deliverable of a multi-year financial plan to be provided to the Monitor by September first of each year. In addition to this recommendation, the Finance team is currently working with Forecast5 to also deliver a multi-year financial plan for the mapping out of Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) and ARPA expenditures. The CRSSA/ARPA plan will align with the District's monthly liquid cash flow report to avoid cash flow shortages. It is imperative that the cash flow be tracked diligently given the State imposed directive that RCSD not receive any pre-funding of the CRSSA and ARPA grant money.

Current Operational Status

Technology Status
The IM&T provided more than 26,000 Chromebooks to fulfill all students' requests. Some students who did not request a district-deployed Chromebook either had their own device or the student/family refused a device. IM&T also provided replacement devices for anyone who broke, lost, or did not have a device. No students were ever refused a replacement device. Many of the Chromebooks provided to students during COVID closure are close to the end of life for the device or end of warranty support. The District plans to use e-Rate/emergency connectivity, CRRSAA, and ARP funding to ensure every student has an adequate and supported device.

In addition, the District also deployed more than 10,000 hotspots. IM&T continues to deploy them based on student and family requests. IM&T has provided learning platforms for all grade levels and all teachers, including, where appropriate, Seesaw (PreK-2), Google Classroom (3-12), and eLearning/Aglix.

School Food Services
Food Services supports student achievement by providing healthy nutritious food, which will help prepare our students for learning. The department administers the National School Lunch Program throughout the District. Approximately 17,000 breakfasts and 20,000 lunches are served daily. This program includes operational and support personnel, among whom are both full- and part-time employees. The elementary school food service program is operated through a centralized food production kitchen, while the secondary food services personnel prepare meals on-site. All students qualify for free and reduced priced meals under the Community Eligibility Option, which was implemented in the 2012-13 school year.

While the 2020-2021 school year was a difficult one for Food Services, the District responded to the challenges faced due to COVID and hybrid learning.

- Food Services strategically right-sized staffing levels to minimize the budgetary loss incurred from not having ready-access to serving all students daily.
- During remote learning at the beginning of the 2020-21 school year, the department opened and maintained 12 food distribution sites, making breakfast and lunch readily available for more than 5,000 students daily.
- In the winter, as the District moved into a hybrid model, staffing levels increased to aid in continuing to nourish in-person learning students. The split learning module - elementary students Monday and Tuesday in person and secondary students Thursday and Friday in person - allowed Food Services to move staff between elementary and secondary buildings, which again aided in keeping staffing levels at par with student attendance.

Challenges and Goals
In the past, School Food Services utilized a full prepack menu from Central Kitchen. For the upcoming school year, Food Services will use as an immediate solution the sourcing of premium products that bypass the need to be packaged at Central Kitchen. Meals will be delivered wrapped and prepared to be heated and served. This will minimize staff need at the central kitchen and allow us to utilize production staff in other locations, provided there are no supply chain issues, which could arise. The main focus of the department this school year is to provide hot meals every day.

Safety and Security
School Safety and Security is committed to ensuring the safety of our students, staff, and visitors; ensuring the security of all District facilities; and creating safe school environments. The department collaborates with District staff and community partners to reduce violent and disruptive incidents, and ensure District staff is prepared to plan for, respond to, and recover from critical incidents. Relevant training, professional development, data analysis, safety assessments, incident reviews, exploration, and enhancement opportunities show commitment to this initiative. The department conducts thorough and impartial internal investigations to ensure the integrity of the District and the professionalism of District employees.

School Safety
Due to an escalation of violent crime in the Rochester community that coincided with the COVID-19 crisis, the Office of Safety and Security, in coordination with the Facilities Department, initiated efforts to enhance school building security through target hardening. These efforts include:

Increase Use of Technology:
- Raptor Visitor Management,
- Lock Down Button Installation,
- Camera Installations, and
- Upgrades to Radio Equipment.

Recruitment
Currently, to compensate for the elimination of the Rochester Police Department (RPD) School Resource Officers, the Safety & Security Department is in the process of recruiting, interviewing, and hiring an additional 60-65 School Safety Officers for the 2021-22 school year.

Training
The Safety & Security Department annually conducts School Safety Officer training during the final two weeks of August, prior to the opening of schools. In August 2020, training emphasized a commitment to establish and embrace restorative practices and assist school staff in the adjustment to the discontinuance of the RPD's School Resource Officer Program. Our Lead School Safety Officers (SSOs) participated in four days of Restorative Practices training, provided by Partners in Restorative Initiatives. The focus was Community-Building Circle Training, as a follow-up to an initial Introduction to Restorative Practices training held during the summer. In addition, our Lead SSOs also completed the Train-the-Trainer, Tier 1 portion of Restorative Practices Training provided by PiRI (Partners in Restorative Practices). Moving forward, Safety & Security Department staff will be able to train their teams, other Safety Officers, and other District employees.

School Transportation
The RCSD Transportation Department is responsible for the oversight of approximately 30,000 students' home to school transportation, as well as the District's internal fleet of 80 buses and four contractors that provide services as well. The Transportation Department coordinates all routing, assigning, and managing of such services.

The Transportation Department includes a bus garage where maintenance is performed on more than 200 District-owned vehicles, including 90 school buses. Students travel to over 160 schools, agencies, and work locations throughout Monroe County. There are more than 1,200 calls per day during regular

school-year peak hours. The Transportation Department, along with vendor partners, organize and maintain more than 1,000 bus routes each day.

During the pandemic, staff worked diligently to accommodate the frequent changes to hybrid schedules to ensure and enable students to be successful in their educational efforts despite the many challenges.

Challenges and Goals

Transportation Department staff were able to assist in planning and problem solving for Covid-19 issues in regard to bus stops, bus staff, bus behavior and the safety of students. With many donations provided to the District, departments were able to supply all contractors with sufficient PPE supplies and guidance. Further, essential training and education was provided to all employees and contractors concerning Covid-19.

This has been one of the most challenging school years as the RCSD faced a severe driver shortage. Bus drivers and attendants are the first point of contact for our students, families, and school staff each day, and staff performance this year was exceptional. The Transportation Department has increased hiring efforts by offering open interviews and scheduling multiple job fairs, utilizing social media, and setting up tables at our local markets.

Our main goal and priority is to continue successfully transporting safely all our students between home and school daily.

Recommendations for Modifications to Academic and Fiscal Improvement Plans

The District has had 8 months to work with both the Academic and Fiscal plans and proposes that some recommendations be modified. This includes streamlining Academic and Financial Plan dates and activities to eliminate redundancy and provide clarity. For example, the training for the SIMS is recommended in both the Academic and Financial plans.

Another example is the recommendation for zone reconfiguration. which is present in both the Academic and Financial plans, but with different deadlines (April and May) in each plan. The District would like them all to reflect the same date.

Another modification is support for a Virtual/Online High School**,** which is required in the current plan. Innovation is necessary to provide robust learning opportunities to students. This would allow us to capitalize on the successes of the virtual modality primarily used during the COVID closure. The District requests that NYSED provide additional guidance in the core content areas regarding standards, pacing, and assessment in a virtual environment.

The District would like to add, via a modification, actions and targets related to addressing declining enrollment, including attendance initiatives and protocols, definitive marketing strategies, and further improvements of school programming. In addition, the District would like to add an Executive Director of DOME and an administrator to oversee SIFE and immigrant students.

The District would also like to request a modification to the Academic Plan Talent Development Recommendation 7B: *"Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources.*" The calendar shall be made accessible to the Monitor.

The District would request it to read: "*Annually by August 30, an evaluation calendar shall be developed by Human Capital and shared with each school and department."* The calendar shall be made accessible to the Monitor.

District Priorities for the Next School Year

The RCSD has identified 8 areas of major focus for the 2021-22 school year to improve the academic and financial status of the District. The District has expounded on these areas in this section and has provided data to substantiate the selection of these areas of focus. The areas range from academics to a trauma-informed focus and will serve as key levers to ensure the District meets or exceeds their goals.

Academics

RCSD has a long and dynamic history and for decades several factors have created the conditions and challenges that persist regarding student achievement. As quoted in the academic plan, "Despite changes in federal mandates, state standards, and state assessments, students in RCSD have consistently performed below their peers." Overall, 90% of the students in our classrooms cannot meet or surpass state standards in mathematics and English. Subgroup performance and graduation rates also lag statewide trend data. These data trends serve as a baseline to support district-wide decision-making in areas, including but not limited to, academic interventions, chronic absenteeism, special education, staffing, school designations, school choice, charter school enrollment, resource allocation, and high school performance.

Adding to the landscape is the presence of a state-appointed monitor whose primary responsibility is to provide intensive support, oversight, and accountability for both our academic and financial outcomes over the next five years. The academic plan challenges us to address areas of process and practice to shift the trajectory of our District. As such, one of the initial strategies to impact academic outcomes was the reorganization of the Department of Teaching and Learning led by a Deputy Superintendent. This Department includes the offices of Accountability, Assessment, and Grants. Also, the Department houses the Chief of Information and Technology, Chief Academic Officer (CAO), (2) Chiefs of Schools, and (2) Chiefs of Innovation and School Reform. The Division of the Chief Academic Officer includes both Executive Directors and Directors who support reading/English language arts, mathematics, science, social studies, libraries, early childhood programs, multilingual learners, athletics, physical education and health, the Office of School Innovation, and the Office of Professional Learning. Per the Academic Plan, to build in more capacity, the CAO office added four positions to extend the division's capacity to improve overall educational programming.

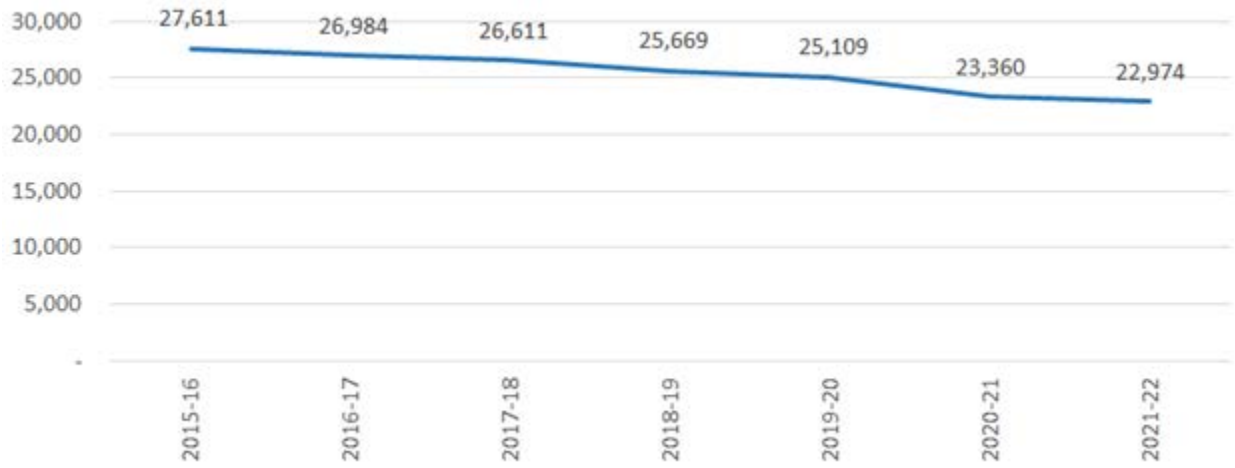
During the 2020-2021 school year budget season, RCSD shifted the priority and focus on academics, which included the following areas:

- Proficiency on NYS 3-8 ELA and math assessments,
- Increasing passing rates on NYS Regents Examinations,
- Academic performance of students with disabilities and multilingual learners,
- Graduation rates, and
- Increasing student participation in advanced, honors, advanced placement, International Baccalaureate, Seal of Biliteracy, dual credit, and career pathway programs.

Addressing Declining Enrollment

Enrollment has been declining in the RCSD for many years (see graph below). This can be attributed in part to poor academic performance; safety concerns; and increasing numbers of families choosing

charter schools, private, and parochial schools as well as homeschooling. RCSD data show and the Academic Plan states that the District needs to reduce its footprint to accommodate fewer students. To address the decrease in enrollment specifically for the 2021-2022 school year, the RCSD team has been and will continue to implement staffing levels to align with enrollment at the school level, apply contractual formulas for staffing (to the greatest extent possible), and analyze staffing needs. A multifunctional team (consisting of the Superintendent, Deputy Superintendents, School Chiefs, Executive Director of School Efficiencies, Chief Financial Officer, and Chief of Operations) has been reviewing each school's enrollment data and academic status as well as physical condition. Engagement of stakeholders will occur over the next several months and proposed next steps for school reconfiguration will be developed.

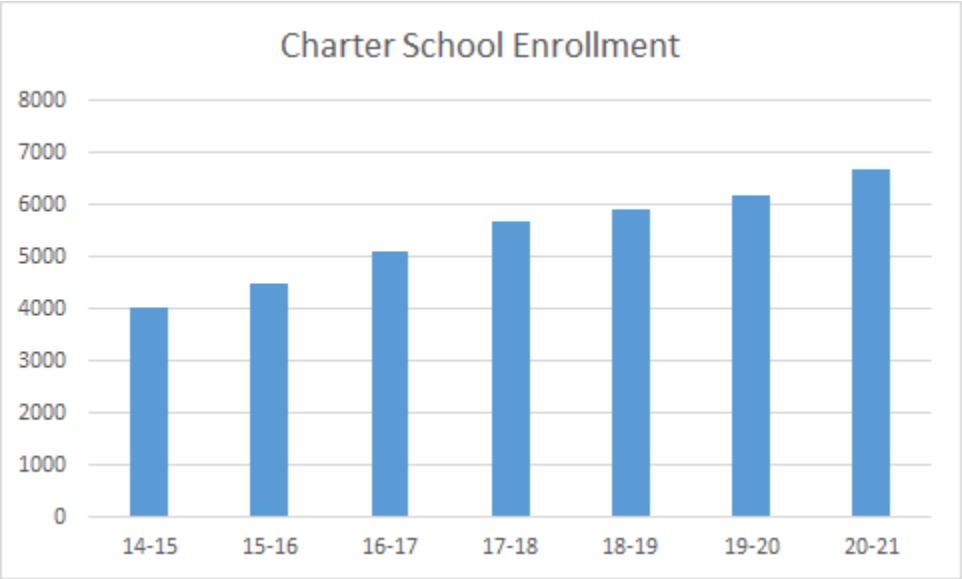


Charter School Recoupment

The charter school movement is one of the fastest growing education reform efforts in the United States. Charter schools are tuition-free public schools freed from regulation in exchange for greater accountability. Proponents contend that charter schools may not only provide families and students with another educational choice but also promote change in the public education system, thus benefiting all students. Educational theorists suggest that charter schools will induce systemic change by providing more educational choices, creating competitive market forces, and serving as examples from which other public schools can learn (https://www2.ed.gov/rschstat/eval/choice/district_impact.pdf). From surveys, experience and research, the growth in charter schools can be attributed to one or more of the following factors:

- Low/poor performance of the home school/district of residence,
- Family had a bad experience (with staff, how situations were handled, discipline, bullying),
- Caters to specific student need (single sex population, academic or career focus, etc.),
- Smaller class sizes, or at least the perception of such,
- Individualized attention paid to the scholar and family, and
- Charter schools are better at marketing.

During the 2020-21 school year, RCSD had approximately 6,680 students attending charter schools in grades K-12. This number has been steadily rising over the past six years (see table below). There are multiple applications pending with SUNY to add additional charter schools for the 2022-23 school year.



Further, charter schools have diverted significant money from RCSD. Currently, that amount is over $30,000,000 and increasing. The process is increasingly difficult, as the most straightforward way to reduce costs is to close and merge schools.

RCSD must take a more focused approach to address charter school growth. The District continues to lose enrollment, which significantly impacts financial solvency. One strategy to be employed by the District is definitive marketing and improvement of school programming.
Becoming a market leader is difficult as it often requires an overhaul to the District's schools and programs offered. It is important for RCSD to develop distinct and compelling narratives and reasons for caregivers to have their children attend District schools, which will recapture the scholars now attending charter schools. RCSD must deliver a school experience that families and students want and need.

Credit Recovery for 9th graders (Cohort 2020)

Ninth grade is where a student's grades, attendance, extracurricular activities, and relationships with classmates and school staff leaves a lasting mark. Covid-19 impacted the traditional pathway for RCSD scholars. The RCSD 2020 Cohort began their high school career remotely and/or going to school on a hybrid schedule two days per week, wearing masks, and physically distancing from classmates.

How a student fares in ninth grade goes a long way toward determining academic success in high school. Researchers at the University of Chicago's Consortium on School Research found that students who failed more than one semester of a course during their freshman year almost always dropped out. Other studies have found that students struggle to maintain their grades and friendships as they transition to high school. The majority of RCSD scholars maneuvered this transition in a fully remote environment.

Each year, teams of educators (principals, assistant principals, school counselors, teachers, and others) at the school and District levels review academic data, which includes credit accumulation. RCSD's data is concerning for the 2020 cohort (see chart below).

There is an opportunity for students who have previously failed a course to recover that credit online. The student have one school year (from September through summer school in August) to complete a previously failed course and complete online coursework (OCR) in eLearning. If a student started an OCR course during a previous school year and needs to still recover that credit, they will need to be enrolled again in OCR and retake the entire course.

Rochester City School District: Profile of Credits for the 2020 Cohort

		TOTAL CREDITS EARNED			
LOCATION	**Grade 9 2020 Cohort #**	**Number Earning 0-4.9 Credits**	**Percent Earning 0-4.9 Credits**	**Number Earning 5 or More Credits**	**Percent Earning Five or More Credits**
RCSD	**1776**	**697**	**39%**	**1080**	**61%**
EAST UPPER HIGH SCHOOL	190	**56**	**29%**	134	71%
EDISON CAREER AND TECHNOLOGY HIGH	256	**77**	**30%**	179	70%
FRANKLIN UPPER SCHOOL	236	**145**	**61%**	91	39%
JAMES MONROE HIGH SCHOOL	181	**92**	**51%**	89	49%
JOSEPH C WILSON MAGNET HIGH SCH	183	**48**	**26%**	135	74%
LEADERSHIP ACADEMY FOR YOUNG MEN	74	**40**	**54%**	34	46%
NORTHEAST COLLEGE PREP HIGH SCHOOL	160	**106**	**66%**	54	34%
ROCHESTER EARLY COLLEGE INTERNA HS	98	**22**	**22%**	76	78%
SCHOOL 58-WORLD OF INQUIRY SCHOOL	96	**29**	**30%**	67	70%
SCHOOL OF THE ARTS	207	**41**	**20%**	166	80%
SCHOOL WITHOUT WALLS	67	**17**	**25%**	50	75%
Homebound (HB) - ROCHESTER CITY SD	4	**1**	**25%**	3	75%
Out of District (OOD)	24	**23**	**96%**	1	4%

Source: NYSED *School Year Total Cohort Summary Report in combination with PowerSchool data.*

Multilingual Education

The Department of Multilingual Education is committed to developing rigorous standards-based instructional programs in bilingual and dual-language education, English as a new language, and learning English through academic programs. RCSD is under a Corrective Action Plan for ELLs. For the 2021-2022 school year, RCSD will provide focused attention and resources to increase availability of high-quality instructional materials for ELL students; enhanced ability to assess and monitor ELL student progress; improved ability to provide print and real-time translation services to students and families; and support rigorous home language development for students enrolled in bilingual programming.

Per the RCSD Academic Plan, the Department of Multilingual Education (DOME) was moved to the Department of Teaching and Learning to ensure there was a significant focus on this population. The District is looking to add an Executive Director of DOME as well as an administrator at the bracket five salary grade to oversee SIFE and immigrant students.

Receivership School Support

Prior to the 2018-19 school year, schools were placed in Receivership status because of repeat designation as Priority Schools under the state's Elementary and Secondary Education Act (ESEA) Waiver accountability system. Beginning with the 2018-19 school year the placement of a school under Superintendent Receivership was a consequence of it being identified for Comprehensive Support and Improvement (CSI) based on the state's new accountability system under the Every Student Succeeds Act (ESSA) plan. A school was identified for Receivership in the 2018-19 school year if it was in Priority School status for the 2017-18 school year and was designated as CSI for the 2018-19 school year. RCSD currently has 13 schools in receivership.

The overarching goal and intent of Receivership is to address potential barriers to school turnaround in the following areas:

- Governance,
- School Leadership and Staffing,
- Collective Bargaining Agreements,
- Parent and Community Engagement,
- Social and Emotional Developmental Health of Students (Community Schools),
- District Support, and
- Fiscal Resources.

RCSD recently reorganized the Office of School Chiefs by converting a Chief of Schools to a Chief of Innovation and School Reform. During the budget process, the Board of Education approved an additional Chief of Innovation and School Reform position. The District is using American Rescue Plan Funds to provide supports, including temporary staff and professional development dedicated to schools in receivership. The District looks forward to collaborating with the State Education Department's Office of Innovation and School Reform to ensure we are accelerating the improvement of our most academically vulnerable schools.

Reengaging Scholars to in Person Learning

Reengaging students has been a challenge. The COVID-19 pandemic prompted schools across America to abruptly close their physical classrooms and switch to remote learning. The shift exposed and

exacerbated inequities, such as food insecurity; homelessness; and access to electronic devices, technology, and other resources. As online learning continued, many of our schools and programs saw higher rates of absenteeism and disengagement, as discussed in the Statistical Overview section previously.

To address reengagement efforts, the RCSD, the City of Rochester, and the Rochester Public Library and Monroe County Library System partnered to inform the community about summer learning opportunities and programming for 2021. This collaboration highlighted the need for students to tackle unfinished learning over the summer months. Activities included targeted summer school programming for students in grades K-12 at 20 locations, summer camps, youth development, sports, and educational enrichment programs. The Rochester Public Library and Monroe County Library System are also hosting pop up activities in partnership with the City's Recreation on the Move Bus, which travels to different parts of the city with a mobile library housed inside.

The RCSD will open its doors to in person learning for scholars for five days per week in September 2021. A key priority will be reengaging students who are returning to in person learning. Strategies include increased student access to the arts, library, and physical education; maintaining and enhancing accessibility of instructional technology for students and staff; increasing capacity to engage students in the use of instructional technology, increasing student social-emotional health, and increasing access to Career and Technical Education.

Trauma Informed Care and Practices

The Department of Student Support Services is developing strategies to address the effects of remote instruction, social isolation, inconsistent structures, and personal trauma for our students. Schools are essential to child and adolescent growth and well-being and providing students with academic instruction, social and emotional skills, safe environments, reliable nutrition, mental health therapy, and opportunities for physical activity. Therefore, the Department of Student Support Services has developed a plethora of resources to assist students, staff, and families. The RCSD seeks to extend the capacity of trauma-sensitive, culturally responsive, and equity-focused education practices across 29 sites at the District's elementary level and an additional 23 sites at the District's secondary programming. Services include professional development and training and setting norms and expectations for schools as well as additional human resources.

Schools support the educational development of students and play a vital role in addressing racial and social inequity. A top priority in supporting school transitions is the social-emotional well-being of students. Throughout a crisis such as COVID-19, it is common for everyone in the school community to experience increased levels of distress and anxiety, particularly because of social isolation. Psychological and emotional recovery often focuses on identifying students and staff who need crisis counseling or are otherwise exhibiting signs that they are struggling with adjustments after a major trauma. The RCSD is fortunate to have staff who are trained in trauma and grief response, as mental health needs after a disaster should be addressed as part of the recovery plan.

Conclusion

The District presents this report as evidence of the continued work and progress that has occurred over the 2020-21 school year. The RCSD believes that we must continue to ensure all students have equitable access to high-quality education and graduate each student to be a productive member of society.

Accomplishing this will require our continued implementation of the RCSD Strategic Plan, the Monitor's Academic and Financial Plans, Multilingual and Special Education Corrective Action Plans, and other planning documents that will involve updating core curricula and materials, providing educators with up-to-date professional learning opportunities, making changes in teaching strategies, continued fiscal and human resource support for our schools, and a unwavering commitment to quality education for every student. To accelerate educational reform in the District, we will continue to engage all stakeholders and use multiple measures of District and school effectiveness.

Moreover, we will continue making progress toward significant student achievement gains for all students, as we realize it is critical to work together with the support of the entire Rochester education community. Together we must institute improvement strategies that promote the highest quality instruction and ultimately improved student performance across all school levels.

We wish to thank and commend the RCSD Board of Education, the New York State Education Department, our Monitor, Cabinet, building and District administrators, teachers, staff, students, families, and community for their ongoing commitment to quality education. We would like to extend a deep appreciation to the Deputies, Cabinet, Teaching and Learning Department, and Support Services Department for contributing and developing this report. We are equally grateful to our teachers and staff members across the District for all they do to ensure that this District is a place of excellence for our students.

In the years to come, we have every confidence that the RCSD will be recognized as a model District for education reform and well-known for producing enhanced positive student outcomes. With the common goal of continuous improvement through a rigorous series of critical education reform interventions, we look forward to the work ahead.

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Appendix A: Implementation of Academic and Fiscal Recommendations

Summary of Implementation of Academic Recommendations
The color-coded status of each recommendation can be found here.

ACADEMIC PLAN

Recommendations for Turnaround Leadership Domain

Recommendations	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#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.	District leadership reviewed the Standard Operating Procedures (SOP) for school districts across the country, developed District SOPs to submit to the Board of Education (BOE) for approval, and used those for the onboarding of new Commissioners.
#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.	District leadership's protocol for the review of resolutions prior to presentation to the Board includes the creation of a new calendar for resolution development. This includes specific times to conduct final reviews of all resolutions prior to submission to the Board clerk for inclusion in the BOE resolution packet.

#3 – All Board meetings shall be conducted in strict accordance with Roberts Rules of Order.	BOE staff worked with General Counsel and the Monitor to create professional development on Roberts Rules, which will be conducted at the Organizational Meeting. General Counsel will continue to serve as a liaison with Dr. Jallow and the Board Clerk to establish protocols for Board conduct in accordance with Roberts Rules.
#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.	The Board worked to incorporate racial bias training into the onboarding process for new Commissioners and the professional development plan for all Board Commissioners. The Board will establish an agreed curriculum and designate an appropriate trainer to conduct said training. This training will also be folded into the Board's Onboarding SOP.
#5 – The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies.	The Board Policy Committee Chair worked with fellow Commissioners and the Board staff to establish a process for the regular updating of Board policies. A Policy Update Committee will also be created to conduct an overhaul of the Board's policies, and policy agendas will be drafted with a focus on regular policy review.
#6 – All Board Goals shall be SMART: specific, measurable, attainable, relevant, and time-based.	SMART goals were disseminated to District schools and programs and posted on the District website for public access. Any updates to the Board's goals will be shared at Committee Meetings.
#7 – A multi-year Executive Leadership Professional Learning Plan to be implemented beginning with the 2021-2022 school year.	Members of the Executive Cabinet set annual goals connected to District, department, and personal goals in a multi-year Executive Leadership Professional Learning Plan. Each May, this plan will be submitted to the Monitor for inclusion in the District's budget for the subsequent school year. This was done in May 2021.

#8 – Development of the Superintendent's evaluation process by The Board shall be completed and submitted to the Monitor on or before September 30, 2021, 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 shall be provided to the 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 schedules and goals should be ready for review by October 30, 2021, or 30 days after the first day of school, whichever comes first.
#10 – Although work has been done to reduce the number of Board meetings, during the month of September 2021; the RCSD Board conducted 10 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.	The Board began utilizing more components of BoardDocs with full implementation of all components by August 30, 2021. The Board shall reduce the number of monthly executive sessions compared to the previous year, beginning September 1, 2021.
#11 – Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner's Regulations 100.19.	Implementation of the laws and regulations were examined with an intent to exercise the powers of the Superintendent by September 2021.

Recommendations for Talent Development Domain

Recommendation	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#1 – Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the District.	District leadership reviewed the Standard Operating Procedures (SOP) for school districts across the country and are in the process of providing District SOPs to District staff for use. The SOPs in development include multiple sections, including internal controls, accounting, budget process, purchasing, accounts payable, payroll, human resource management, facilities, risk management, transportation, food service, technology systems, and training and management. The Executive Cabinet will present department SOPs at Cabinet meetings to ensure all are familiar with each department's SOP.

#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 Chief Human Capital Officer (CHCO)	The existence of a new RCSD Human Capital website and social media presence with upgraded branding was to be completed by June 30, 2021. A request for an extension was made and approved. That new deadline is now December 31, 2021. Organization charts have been updated and are to be uploaded on the District's website by August 15, 2021.
#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.	A final draft of a standard operating procedure was submitted to the Monitor in April of 2021.
#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	An annually updated systematic professional development guidelines document and plan was crafted prior to a May 1, 2021, deadline. A professional development catalog and offerings for school year 202122 are in draft and will be finalized by August 1. A companion program evaluation instrument was developed to complement the comprehensive professional development plan and will be used after trainings.

# 5- Develop and fund a leadership academy for central office and aspiring school leaders.	School Chiefs worked with Bank Street, Leadership Academy and NYSED to develop a contract that will allow RCSD Teachers to participate in the Roc Urban Leadership program for aspiring leaders. RCSD has experienced significant turnover at the central office level. It is critical that a review occurs relative to potential vacancies. Preliminary Monthly Leadership Academy sessions occurred in April and May 2021 and focused on the foundation of instructional leadership.
#6 – Develop a clear, rigorous, and turnaround leadership competency-based selection process for administrators, placing final hiring authority with the Superintendent.	A school building and District selection process evolved in Spring 2021, where additional tools and processes were established. The Superintendent has final authority over approval and meets with candidates for school principal and other high-level District leadership positions.
#7 – Full implementation of the Annual Professional Performance Review (APPR).	Full adherence to all components of the APPR were initiated immediately upon plan approval. As a result, weekly status reports for APPR have been produced. Observer recertification and anchoring training was held, and APPR status updates have been provided to principals.
#8 – Establish Zone Offices led by Chiefs of Schools with staff to support schools within each zone.	A Zone Configuration and Managed Choice Taskforce has been established. The Task Force will focus on developing processes and policies related to updating and maintaining the RCSD geographic and school zone configurations. Zone Reconfiguration subcommittees have been meeting since January. Many concerns and ideas arose that led to discussions around the needs of our community. The Taskforce is continuing its work in the 2021-22 school year in accordance with key milestones that are outlined in both the Academic and Financial plans.

#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.	The Office of Human Capital meets biweekly with representatives of the offices responsible for finance, enrollment, placement, accountability, teaching and learning, student support services, and institutional technology.

Recommendations for Instructional Transformation Domain

Recommendations	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*

#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.	The District has reiterated expectations for the APPR and is monitoring those efforts with monthly status reports for APPR and adherence to compliance. A cost and program analysis of all MOAs and MOUs was presented to Executive Cabinet. All MOAs and MOUs related to any of the collective bargaining units are included as agenda items to the full HR Committee. All MOAs and MOUs with impact on the teaching and learning process and District finances are presented to the Board for discussion. This process allows negotiations to be facilitated by a cross-functional team who has knowledge of and input on the development of all agreements. All MOAs and MOUs are negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. In addition, the Monitor either attends or receives 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 employed to increase successful participation in dual enrollment and other advanced placement course offerings.	School Chiefs have received Response to Intervention (RTI) plans from each school building. Plans were reviewed using a rubric established by School Chiefs. This will serve as a standard measure to ensure implementation of consistent practices and protocols for RTI/MTSS at each school. The District has provided evidence of compliance to the Monitor. The District has also provided and adhered to a timeline that outlined the process to implement approved RTI plans.
#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.	A transition team consisting of the Department of Multilingual Education (DOME), Deputy Superintendents, and the Chief Academic Officer met biweekly to transition DOME to Teaching and Learning by the September 1 deadline.

#4 – Create a course of studies that includes an update of policies for curriculum and instruction.	On February 3, 2021, the District provided a course catalog document and a required update for the ESA committee to the Board of Education. On February 9, 2021, the District presented to the ESA committee. This work will continue into the 2021-22 school year.
#5 – Revamp the RCSD Summer School Program.	From October 2020 to January 2021, bi-weekly meetings of the Summer School Design Team took place. This team consisted of representation from OGPA, Office of Innovation, Office of Accountability, Instructional Management Technology, and Teaching and Learning. On February 17, 2021, there was a review of all MP2 and Common Formative Assessment data to begin identification of students eligible for summer programming. Additionally, in February 2021, a final summer program proposal was submitted. Content directors began writing and revising course content in March 2021. On April 1, 2021, summer programming staff applications for identified classes were posted in PeopleSoft and the District's Bulletin Board. On April 30, 2021, summative assessments were administered to all students in identified summer courses to determine standards individual students need to work on during summer to make appropriate progress to pass the class and/or Regents exam.
#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.	No content

Recommendations for Culture Shift Domain

Recommendations	Benchmarks *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#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 Deputy of Student Support Services has worked with Teaching and Learning to develop a rubric that was used to evaluate RTI plans from March 1–19, 2021. Schools were provided written feedback from March 22 – 26, 2021. Professional development was provided for RTI/MTTS beginning April 9, 2021. From mid-May through June 2021, work was done to embed RTI/MTSS in school plans and schedules.
#2 – Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability.	Pursuant to the Monitor's recommendation, this was completed in September 2020. The District's website was updated by adding a new Student Support Services page, which includes all the areas recommended, along with links to other webpages from other departments, such as RocRestorative and Special Education. In addition, links to DASA (Dignity for All Students Act) coordinators and reporting resources were added to each school's web page. Updates to the District's Student Support Services page are made on a continual basis to include new and additional information.

#3 – Complete the Parent Engagement Plan.	The Office of Parent Engagement (OPE) has developed a procedural and protocol manual that not only provides the mission and vision of OPE but also gives a detailed outline of how the office operates and what members of the department handle issues that are brought forward.
#4 – Continue the process of increasing membership in the PAC. Increase visibility and partnership between PAC, District leadership, and the schools.	Bylaws for the PAC were presented to the Board of Education on February 9, 2021, and approved by the Board on February 25, 2021.
#5 – Update job descriptions of parent liaisons and home school assistants.	Specific job descriptions cannot be updated solely by the RCSD, as it is a countywide Civil Service title used across school districts. The RCSD must work directly with the Civil Service administration.

Recommendations for Systems, Resources, and Structures Domain

Recommendations	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#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.	Pursuant to the Monitor's recommendation, processes for completion of annual reviews with timelines were established and reviewed by Special Education Directors and Associate Directors.
#2 – Build capacity of the Finance Department to support reimbursement and collections of all financial sources to secure all monies owed to the District.	The District began the transition of all financial employees in December 2020 along with the recommendation to outsource STAC and Medicaid services. Additionally, the District is sought to secure state aid reconciliation services such as Questar III BOCES, effective immediately and engaged an independent reviewer to initiate audits of Medicaid reimbursement procedures.
#3 – The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to present.	This project started in December 2020, with the first action of requesting all relevant data on MOAs and MOUs. This project was reviewed with the Board of Education's Audit Committee on March 23, 2021, and May 25, 2021. The Board accepted an audit report on May 25, 2021. Audit results were presented by March 31, 2021, to the cabinet and a negotiating team for collective bargaining. Project results were also presented at a senior staffing relations meeting on April 9, 2021. The audit results were presented the week after March 31, 2021, because of staff vacations.

#4 – Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs).	The Chief of HR facilitated the development of a reduction in staff plan that is accordance with the provisions of the CBAs and in December 2020 submitted the plan to the Superintendent for approval and implementation. An alignment of staffing to CBAs has occurred.
#5 – All contracts and resolutions must include a cost analysis.	All contracts that come through the legal office are processed in accordance with Policies 6741 and 6745, including any revisions to those policies and any new regulations.
#6 – Develop written formalized protocols and procedures that align with Commissioner's Regulations Part 200.	Pursuant to the Monitor's recommendation, a Special Education Services Plan has been developed with formalized protocols and procedures aligned to Part 200 of Commissioner's Regulations.
#7 – Each functional role and required activities that must be performed should be documented and enforced in the Special Education and Supervisors' Users Manuals.	Pursuant to the Monitor's recommendation, a Special Education Services Plan has been developed. The Board of Education approved the plan. A supervisors' user manual was also developed and used during professional development throughout the 2020–21 school year.
#8 – Ensure the timely finalization of student Individualized Education Programs (IEPs) after the CSE meeting.	Pursuant to the Monitor's recommendation, a Special Education Services Plan has been developed. The Board of Education approved the plan. A supervisors' user manual was also developed and used during professional development throughout the 2020–21 school year.

Summary of Implementation of Financial Recommendations
FINANCIAL PLAN

Recommendations from General Fiscal Practices

Recommendations	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#1 – Review Fund Balance Policy for modification and approval by April 15, 2021. Effective June 30, 2021, the District shall adhere to the current Fund Balance Policy by committing to yearly increasing the fund balance.	The Board of Education Finance Committee has reviewed the current Fund Balance policy with the District's Finance Department.
#2 – The Board and administration shall examine all contracts and programs providing direct service to students for the following: evidence of impact on student outcomes, alignment to strategic plan, duplication of efforts, cost-effectiveness, feasibility, equity, need, and sustainability. The Board and administration should refrain from continuing to allocate scarce funds to programs and initiatives that do not meet minimum standards by the District.	The District's strategic plan identifies key goals to guide decision-making and resource allocation over the next five years. The District and its strategic plan committee identified four focus areas that include achievement, opportunity, innovation, and connection. Four committees and two subcommittees comprise the RCSD Strategic Plan Task Forces: 1. High Quality Learning Experiences 2. Ensure an inclusive, caring, and safe learning environment 3. Build a strong community 4. Foster dynamic leadership. Subcommittees include: 5. Professional development and training. 6: Human resource capital and development.

#3 – Provide consistent supports at each school based on an analysis of enrollment data during specified times throughout the school year. The District shall use class size guidelines in all schools for staffing/budget development. The District shall develop guidelines based on the documented need for related service providers for budget development. The District shall conduct a comprehensive analysis of current enrollments and staffing in each school and central office by February 1, 2021. Effectively immediately, create a cross-discipline team with members of the human capital, teaching and learning, and the finance departments specifically for staffing and budgeting. The team shall ensure: 1. All staffing contingent staff requests are in the budget; 2. All hired staff are appropriately placed in the District's software program including position control and budget code; 3. Any modifications to staffing are made in consultation with the team, principal, and chief.	A process was developed to revisit enrollments and staffing using BEDS data after each semester and 30 days before the start of school. An analysis and alignment of staffing to student enrollment was also conducted, and consistent supports are to be provided for each school based upon an analysis of enrollment data during specified times throughout the school year. The District is also using class size guidelines in all schools for staffing and budget development based on artifacts such as staffing reports, BEDS data, and budget reports. In turn, each department develops a budget based on student needs and mandated services. The request Is completed based on enrollment and or trend data projections.
#4 – Central administration shall provide principals/directors and chiefs with three years of historical data for expenditures by February 1 every year. The District shall commit to the following: 1. Hold the principals/directors and their chiefs responsible for their budgets. 2. Restrict the number of transfers that an administrator can request during each month. 3. Restrict the number of requests for substitutes an administrator can request during each year. 4. Restrict the number and usage of P-Cards.	Principals/directors and their chiefs are responsible for their budgets by developing a budget guide that includes budget templates for each school and department per the specifications stated in the recommendation. Templates are pre-populated with recommended expenditure levels for the 2021-22 school year. The Director of Budget conducted training sessions, and templates and budget guides are distributed to all stakeholders. Building principals and directors review the templates with school chiefs, and changes are resubmitted to the Director of Budget. Also, proper alignment of the budget will reduce budget transfers, and a review of a JPMorgan Chase platform has been implemented for P-CARDS, ACH (Automated Clearing House), e-payables, and check printing.

#5 – All three District management systems should be upgraded, with a comprehensive training plan for a cross-functional, interdepartmental team of staff members. A policy shall be adopted committing the District to keep all three systems upgraded. The three vendors, representing the different information management systems shall be expected to work with the District to ensure all three systems are functioning in alignment with each other and that alerts are built into each system to identify conflicting information. This will help the District better manage expenses and revenue. This will also increase efficiency in every department in the District.	RCSD is transitioning to a new cloud-based ERP/HCM Modern Cloud system to replace PeopleSoft ERP. A system integrator for the project will be chosen, with the goal of engaging a system integrator by September 1, 2021. Once the contract is executed, RCSD will work with the system integrator to create training for all employees.
#6 – Establish a discontinue date for purchasing materials, supplies, books, and equipment. Consolidate as many purchases as possible to a single platform. Monitor the use of P cards on a biweekly basis. Reduce the P-Card users and reduce the credit limit on each card. Restrain all current holders of P-Cards. Hold P-Car holders and their supervisors accountable. This recommendation should improve the management of expenses.	Notification was provided to all stakeholders in October 2020 that spending on materials, supplies, curricular materials, and equipment would cease effective February 15 of each year. Spending did cease effective February 15, 2021. As many purchases as possible have been consolidated into a single platform, and the Concur system is only to be used now for confirming orders. The monitoring of P-Cards biweekly and the reduction of P-Card users and the credit limit on each card is reviewed monthly along with Concur claims within an Audit General's report. There has been development, implementation, and delivery of training for all current holders of P-Cards. P-Card holders and their supervisors are held accountable by determining an appropriate level of discipline, findings are reported monthly at Board of Education Audit Committee meetings, and confirming order reports are to be reviewed at cabinet.

#7 – The Finance Department should review the Direct Pay list for reducing the expenditures allowable for Direct Pay. Progressive discipline should be implemented for staff members who violate protocols or policies for Direct Pay. Additionally, this recommendation states to hold staff accountable for the proper use of the Concur system and P-Cards. This recommendation should improve the management of expenses.	As of February 15, 2021, Chiefs are receiving monthly reports at cabinet meetings identifying violators of Direct Pay procedures. The CFO is reviewing all transactions processed through Concur and PeopleSoft. When Concur is being used for certain direct pays, the CFO is notifying those who initiated the request for payment (requisitioner) to redirect payment through PeopleSoft. Progressive discipline was developed, communicated, and administered as appropriate.
#8 – Spending on materials, equipment, books, and supplies should end on February 15, every year. All spending after the 15th of February should require a signed approval from the requestor and the appropriate chief. This will help the District manage expenses.	Notification was provided to all stakeholders in October 2020 that spending on materials, equipment, books, and supplies would cease effective February 15 of each year. Additionally, if an expenditure is identified as being necessary for safety and wellbeing of staff, Chiefs will work with the CFO to justify and process requests. Moreover, a process for spending after February 15th was established in October 2020, with implementation in February 2021. Updated communication was sent out in December 2020 and February 2021.
#9 – Effective immediately the District shall initiate full implementation of Policy 8600.	The Director of Medicaid Compliance will work with the Monitor, CFO, and Chief of Special Education to review Policy 8600 (linked here) to ensure audit compliance measures are implemented. Claims will be reviewed for proper completion to ensure successful reimbursement, and progressive discipline will be applied according to the severity of violation.

#10 – A protocol shall be established to ensure cabinet members are knowledge of contracts, memorandums of agreements (MOA), and memorandums of understanding (MOU) on a regular basis. This will increase the cabinet's capacity to be good financial stewards of the District. It will also increase cross-functional knowledge of cabinet members are reduce the silo management approach commonly witnessed throughout the District. New MOAs and MOUs could follow a process of reviewing similar position Management Action Form (PMAF). This will help the District manage expenses.	Negotiations were facilitated by a cross-functional team, which is involved in, and has knowledge of and input on, the development of all agreements. In addition, there will be a standing agenda item at all bi-weekly Leadership Cabinet meetings for Staff Relations to update Cabinet members on any new MOAs/MOUs and CBA clauses, as well as answer questions and facilitate discussions with Cabinet members about labor issues.
#11 – The District should adopt a policy informing the Board of grants awarded to the District, including the following: purpose, amount, duration, scope of work, outcomes, alignment to District priorities, staff oversight. This will help support the management of District revenue and expenses	The Board Policy Committee approved a policy in concert with the District Administration and the New York State School Boards Association (NYSSBA) to include the suggested information. The new policy will follow the Board protocols for approval and was approved at the March 2021 Business Meeting.

Governance and Programmatic Decision-Making Findings and Recommendations from Financial Audit

Recommendation	Benchmarks *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#12 – District priorities, goals, and major initiatives are sustained through the life of the RCSD Strategic Plan unless officially modified through a majority Board action. A multi-year commitment to the academic and financial plans will force any new leaders entering the organization to commit to the District plans. This will diminish the "new leader fatigue" and allow staff the opportunity to commit to the goals of the plan regardless of any changes in leadership	The District's strategic plan identifies key goals to guide decision-making and resource allocation over the next five years. The District, and its strategic plan committee, identified four focus areas that include achievement, opportunity, innovation, and connection. Four committee and two subcommittees comprise the RCSD Strategic Plan Task Forces: 1. High Quality Learning Experiences 2: Ensure an inclusive, caring, and safe learning environment 3. Build strong community 4. Foster dynamic leadership. Subcommittees include 5. Professional development and training. 6: Human resource capital and development.

#13 – Effective Immediately: 1. Adhere to contract staffing ratios. 2. Increase enrollment at RCSD schools by increasing achievement and providing programs that meet the needs and interests of students and their families. 3. Initiate a campaign to compete with charter schools for students. This will help support the management of revenue.	1. Alignment of staffing to CBA's was completed in December 2020; work is ongoing. 2. To increase enrollment at RCSD schools by increasing achievement and providing programs that meet the needs and interests of students and their families, the District is implementing its strategic plan and developing a new course catalog targeted for Fall 2021. Additionally, the course catalog is being revamped to align with NYSED standards and student interest. 3. The District created ways to connect with families that have left RCSD schools and have registered in charter schools to investigate the decision-making process of the families and determine what can be offered in the near future to entice them to come back to the RCSD.
#14 – Effective July 2021, Superintendent should exercise all powers allowed under Education Law 211.f and Commissioner's Regulations 100.19.	Examination of the laws and regulations were conducted by the Superintendent and team with the intent to fully exercise the powers of the Superintendent by June 2021.
#15 – The Board should adhere to all Board goals	The Superintendent's Goals and metrics will be aligned to Board Goals to ensure adherence. The Board did a mid-year self-evaluation to assess adherence to the goals, and Board goals were used to drive the development of its meeting agendas in 2021.

#16 – Require the proposed budget to reflect previous expenditures and do not allow all funding to be placed in one or two accounts for transferring throughout the year. This will help control the movement of money between budget codes after the budget has been approved and restrict the number of transfers that an administrator can request. Establish a budget transfer policy, including specific guidelines for the frequency and amount of budget transfers. The policy shall require transfers to be approved for appropriate amounts and approved at different administrative levels. This will help support the management of District expenses.	The CFO is working with the Superintendent, the Monitor, and the Chair of the Finance Committee to determine appropriate levels of approval for budget transfers. Recommendations will be presented to the Committee of the Whole and approved by the Board of Education. A budget transfer policy will be implemented no later than September 15, 2021. A budget transfer report was provided in 2021 at each Finance Committee Meeting for review and discussion. Mandated information will be identified and included within the budget book. Approval from the Board of Education was obtained on a new budget book format, which was implemented for the 2021–22 school year. Additionally, the Superintendent, Monitor, and community members provided feedback to ensure the new budget book is user friendly and more fully transparent.
#17 – Effective July 1, 2021, administration shall include reports benchmarking the use of H and K funds in CFO reports during the Finance Committee of the Whole meetings (COW). Effective August 2022, the administration shall develop a process for benchmarking and reporting performance based on Key Performance Indicators (KPI)s for food service, maintenance and operations, safety and security, and transportation like selected indicators funded through the Council of Great City Schools publication managing for Results in America's Great City Schools. Prior to January 31, 2021, reassess Facilities Modernization Plans with District leadership from Operations and Teaching and Learning to determine fiscal and academic implications.	A campus analysis has been done, and the CFO has presented a recommended H-Fund (cash capital) and K-Fund (bond/ordinance) Commitment Activity Control Report to the Finance Committee Chair for approval and acceptance.

#18 – Effective July 1, 2021, review the contract request process with chiefs, directors, and school administration. Develop a mandatory online mini training to support staff with the contract request process. Hold staff accountable for adhering to the guidelines.	An audit of the contract process was performed in October 2020, along with an evaluation of workflow. Procedures were evaluated and oversight was improved while establishing the Monitor review process. As contracts or questions arise, individual contracts are reviewed ad hoc. The next workflow review will be performed by October 2021. The Department of Law has also developed a mandatory online mini-training and is deploying it to the departments. Per the Auditor General, the District is currently performing a follow-up audit on the various contract related recommendations. In that review, the District will evaluate workflow approvals and compliance. Due to staffing changes in preparation for the new school year, a workflow review needs to occur in September for the 2021 –22 school year. The District plans to present a final report at the Audit Committee Meeting in October 2021. The Monitor is also included in the workflow and signature path for all contracts that run through the legal department.
#19 – The Board should review this practice yearly to measure to what degree Board goals were met or surpassed.	The Board will review this practice annually during its Retreat. Results on the Board Meeting Poll will be utilized as a means of assessing meeting effectiveness.
#20 – Effectively immediately, all contracts and resolutions with a financial obligation for the District should include evaluations and cost analysis. Hold staff accountable for compliance with this protocol. This will support the decision-making process for the Board.	All new contract request forms and resolutions presented to the Board have the required documents.

Legal Recommendations from Financial Audit

Recommendations	Benchmarks *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#21 – Effective immediately, all contracts and resolutions with a financial obligation for the District, over $25,000 dollars should include evaluations and cost analysis. This will support the decision-making process for the Board. Effective immediately, all contracts and resolutions should be written in a manner that provides ample information and clearly specifies the requested action of the Board. Effective immediately, all resolutions should include references to any other related Board actions. Board members should be encouraged to ask questions at committee meetings and through the Board question log to gain greater understanding prior to voting on a resolution.	All new contract request forms and resolutions presented to the Board include the required documents starting December 2020.
#22– All MOAs and MOUs for collective bargaining units should be negotiated by a team including the Chief of HR, the Chief of Finance, Chief of Information, Management and Technology (IM & T), or their designees. The negotiated agreement or contract should then be forwarded to legal counsel for a final review. This will help support the management of District revenue and expenses.	An approval process was presented to executive cabinet in January 2021, and a revised protocol for negotiating contracts was ready for implementation in February 2021. Negotiations are facilitated by a cross-functional team, which is involved in, has knowledge of, and provides input on the development of all agreements.
#23 – An RCSD Negotiating Team should be established by February 2021. All MOAs and MOUs for collective bargaining units should be negotiated by a team including the Chief of HR, the Chief of Finance, Chief of Information, Management and Technology (IM & T), or their designees. The negotiated agreement or contract should then be forwarded to legal counsel for a final review. This will help support the management of District revenue and expenses.	The review of all MOAs and MOUs occurs as an agenda item for the executive cabinet. All MOAs and MOUs related to any of the collective bargaining units are an agenda item at the HR Committee Meeting of the Whole. Beginning in January 2021, all MOAs and MOUs that have an impact on the teaching and learning process and the District finances are presented to the cabinet and the Board for review.

#24 – Effective immediately, the review of all MOAs and MOUs should occur as an agenda item for the executive cabinet. MOAs and MOUs related to any of the collective bargaining units should become an agenda item at the HR Committee of the Whole. This process should start with reviewing past agreements resulting in any financial obligation for the District.	MOAs and MOUs related to any of the collective bargaining units have become an agenda item at the HR Committee of the Whole beginning in the 2020-21 school year.

Budget Development Recommendations from Financial Audit

Recommendations	Benchmarks *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#25 – Train school and district leaders on best practices in finance and budgeting, during the '21 – '22 school year. Require the proposed budget to reflect previous expenditures and do not allow all funding to be placed in one or two accounts for transferring throughout the year. This will help control the movement of money between budget codes after the budget has been approved and restrict the number of transfers that administrators can request. Establish a Budget Transfer Policy. The policy shall include a standard operating procedure for budget transfers. The policy shall require transfers to be approved for appropriate amounts and approved at different administrative levels. Consolidate and upgrade the financial management systems, including training. This will help support the management of District revenue and expenses.	All components of the recommendation have been achieved, except for establishing a budget transfer policy. An RCSD budget transfer policy shall be approved by the Board no later than September 2021. Beginning in the 2020-21 school year, a report documenting all budget transfers are submitted to the Board and the Monitor monthly at the Finance Committee meetings.

#26 – Update budget development processes and timelines to produce reasonably sound budget forecasts. The earlier start date will allow the District ample time to deliberate using historical data and trending analysis. The earlier start date will provide more time for stakeholder engagement in the budget development process. The budget development process will begin in November of each year. Develop a multi-year schedule for review of the alignment of departments, programs, and initiatives with the strategic plan. Provide per-pupil allocations for each level of school for an agreed upon group of expenditures. Effective October 2021, the administration will be provided with the following tools on a monthly basis to make school and department leaders more accountable for the funds being spent from their budgets: ● Available funds Report ● Budget transfer Report ● Confirming Order Report ● Staffing template ● Open Purchase Order(PO) report ● Substitute utilization report ● Overtime and regular time extending report (bi-weekly) ● P-Card Utilization Report Monitor will also review the above-listed reports.	All components of the recommendation have been achieved.

#27 – Update budget development processes and timelines to produce reasonably sound budget forecasts. The earlier start date will allow the District ample time to deliberate using historical data and trending analysis. The earlier start date will provide more time for stakeholder engagement in the budget development process. Utilize projections included in this plan to conduct trend analysis at a more granular level in each department and school. This will help support the management of District revenue and expenses.	The budget development process will begin in November of each year. The District developed a multi-year schedule for review of the alignment of departments, programs, and initiatives with the strategic plan, providing per-pupil allocations for each level of school for an agreed upon group of expenditures, which has all occurred because of this recommendation. Also, beginning in the 2020-21 school year, administration have been provided access to the following tools monthly to make school and department leaders more accountable for the funds being spent from their budgets: ● Available funds Report ● Budget transfer Report ● Confirming Order Report ● Staffing template ● Open PO report ● Substitute utilization report ● Overtime and regular time extending report (bi-weekly) ● P-Card Utilization Report
#28 – Budget codes must reflect intended expenditures. They are not limited to hold funds for future transfers to cover accounts that have not been budgeted. All accounts must be reconciled to have a zero or positive balance at year-end. The District will transition all budget codes to Uniform Code System by June 1, 2021.	The practice of recording negative dollar amounts in account codes should cease by July 1, 2021, as the District will transition by July 2024 to the standard Uniform Code System, as documented by the New York State Comptroller's Office

Organization Structure and Internal Operational Efficiency Recommendations from Financial Audit

Recommendations	Benchmarks *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#29 – District administration and the Board should collaborate to develop and implement a process for regularly reviewing all District policies. This process should be established, and implementation should start by January 1, 2021. This will help support the management of District revenues and expenses.	No content.
#30 – Effective immediately, the District should initiate full implementation of Policy 6700R. This will help support the management of District expenses.	Beginning in December 2020, Board staff have worked with the legal staff to ensure that there is adherence to the schedule of reporting ..
#31 – Effectively immediately, the District should initiate full implementation of Policy 6110R.	Existing policy is reviewed, and amendments are presented to the Finance Committee for consideration. Amended policies are also presented to the Board for approval after review by the Finance Committee.
#32 – Effective immediately, the District should initiate full implementation of Policy 6700.	An on-going review of RFP's, public notices, bids, responses to bids, and SOPs for the bidding process continue for accuracy and compliance. These reviews are conducted by the Director of Procurement, lead contract attorney, the CFO, and the Monitor.

#33 – Effective by January 2021, require, monitor, and enforce that all service providers document in the IEP Direct RS Service log all services provided and events preventing the delivery of services within 48 hours. Effective by January 2021, develop and implement a process to effectively monitor and ensure related services are provided in accordance with students' IEPs. Ensure all types of related services are monitored and document monitoring performed. This will help support the management of District revenues.	The Medicaid Department is working with the Special Education (SPED) & Human Capital teams to address IEP related issues pertaining to documenting IEP related services. Medicaid has designed reporting with the input of special education to help SPED related service directors identify compliance issues. SPED and Medicaid worked together as a team beginning in January 2021 to confirm potential compliance issues. The data would help identify and confirm SPED IEP related service attendance issues.

Transportation Recommendations from Financial Audit Findings

Recommendations	**Benchmarks** *Summary of the status of the District's attainment of progress benchmarks contained in the Monitor's Report or established by the District.*
#34 – Acknowledging the District's need to cut costs, the District should continue efforts to negotiate for a more favorable contract with RTS.	The District successfully renegotiated a new contract with RTS and added the services of Ontario Bus Inc., which has lowered the cost of transportation for high school students.
#35 – Review the Managed Choice Policy for possible modification, restoration, or elimination.	Staff are waiting for the results of a feasibility study from a District task force that has been formed to review the Managed Choice Policy.
#36 – Effective immediately, the District should initiate the following: 1. A review of the services and accommodation written on IEPs, particularly the need for transportation. 2. Consider renegotiating all contracts with transportation vendors. This will help support the management of District expenses.	Pursuant to the Monitor's recommendation, all IEP's have been reviewed by Special Education services. All appropriate edits/adjustments have been completed.

#37 – Make sure there is adequate staff, well trained to manage the processes for enrollment and tuition at the charter schools. Make sure staff have the proper tools to manage records for tuition and enrollment at charter schools. Transition all food service responsibilities to charter schools. Confirm with SED maximum enrollment allowed at charter schools to ensure against paying for students above the state allowed enrollment. Confirm the residency of each student enrolled at charter schools to ensure all students live in Rochester. RCSD is not required to pay tuition for students attending charter schools who are nonresidents of Rochester. Establish invoicing procedure that provides the information needed by RCSD in a format that is conducive to RCSD operations.	Current processes were reviewed by June 30, 2021 to gain an understanding of operations, including meeting with SED Charter School specialists to learn best practices. Training of finance department and special education personnel was conducted on best practices to make sure staff have the proper tools to manage records for tuition and enrollment at charter schools. To ensure there is alignment with the processes for enrollment and tuition for special education students at charter schools, a guidebook will be developed in the upcoming school year that may be used as a tool to train charter school personnel on RCSD expectations and processes. Once available the Director of External Education will meet with the charter school administration to review the guidebook and set expectations.
#38 – Annually by September 1 of each year, the District shall submit to the Monitor an updated five-year financial plan such that for each school year the annual aggregate operating expenses do not exceed annual aggregate operating revenues and the major operating funds of the District are balanced in accordance with generally accepted accounting principles. The financial plan shall include statements of all estimated revenues, expenditures, and cash flow projections of the District.	District staff are continuing to work with Forecast5 on updating a multi-year financial plan.
#39 – Engage the Legislature in discussions to be afforded discounts available to member districts for BOCES services.	In 2021, the District took advantage of its lobbying days to advocate for discounts that are available to member districts for BOCES services.

#40 – Engage the Legislature in discussions about opportunities to loosen the District's financial dependence on the City of Rochester.	The District took advantage of the lobbying days to advocate for opportunity and resources to loosen the District's dependence on the City of Rochester.

Appendix B: Overview of Receivership District and School Action Framework

RCSD Strategic Plan 2020-23 Priorities	NYSED DCIP Guiding Principles	Classroom-level instructional Improvement	System-wide improvement	Collective impact
Engage: Provide high-quality learning experiences Lift Up: Ensure an inclusive, caring, and safe learning environment Collaborate: Build strong community Lead: Foster dynamic leadership	High Standards, Rigorous Curriculum and Powerful Instruction (Tenet 3) Systems of Support that Meet Student Needs (Tenet 5) Committed and Effective Teachers, Leaders and Staff (Tenet 2 and Tenet 4) Engaged and Empowered Families and Community (Tenet 6) Sound Fiscal, Operational and Accountability Systems (Tenet 1)	• Work organized into five key processes • Strategic Planning process: teachers create individual staff improvement plans and student learning plans • Data collection: academic measures • Monthly data analysis by school leadership • Quality tools embedded in curricula • MTSS done regularly and early	• Develop, expand, deliver literacy-based initiatives for pre-K to grade 12 • Use of student, staff, school, and system performance data to improve student achievement • Alignment of curriculum, instruction, and assessment for continuous improvement • Work organized into key processes • Process Management and Improvement model to track the improvement of organizational processes • Data collection: process-effectiveness measures • Monthly data analysis by district leadership • District, school leaders will attend Harvard's Public Education Leadership Project (LINK)	• Community convenings to articulate a shared vision • Data collection: community, stakeholder satisfaction measures • Local business leaders with expertise in continuous improvement to support training initiatives

Elements and Themes of Supporting Theory of Action for Receivership Schools

RCSD Strategic Plan Priority: Engage: Provide high-quality learning experiences
DCIP Guiding Principle #1: High Standards, Rigorous Curriculum, and Powerful Instruction

GOAL: Provide a rigorous standards-based balanced curriculum for ALL students, including diverse learners and English Learners, ensures that they will reach their full potential.

District will…	**School will…**
Provide a guaranteed and viable curriculum	Create a clear and cohesive instructional plan.
Engage in school/classroom walkthroughs bi-weekly.	Develop a clear, effective, and measurable literacy plan for students K-2.
Provide content area specialists to support best practices in teaching and learning.	Develop a plan for effective implementation of a literacy and numeracy block.
Provide expertise in scheduling to maximize the length of day and instructional time and opportunities.	Develop and communicate clear expectations regarding classroom rituals and routines.
Provide instructional technology to best meet the need of students.	Ensure common language among teachers on the instructional approach used in all content areas.
Ensure universally designed curricula is available in multiple languages.	Develop and implement a classroom walkthrough protocol and schedule.
Create and disseminate guidance on using units and lessons to schools and teachers.	Provide for regularly scheduled grade level meetings in the Master Schedule.
Ensure newly created resources reflect interdisciplinary and culturally responsive instructional practices.	Develop and schedule regular Instructional Leadership Team meetings.
Create and disseminate guidance for Full Day PreK teachers on literacy practices and small group instruction.	Ensure newly created resources reflect interdisciplinary instructional practices and are culturally appropriate and relevant.
Build in K-2 Literacy Block expectations, including a focus on language development, in professional learning opportunities.	
Provide supports for on-time high school graduation for every student based on each school's needs.	

RCSD Strategic Plan Priority: Ensure an inclusive, caring, and safe learning environment
DCIP Guiding Principle #2: Systems of Support that Meet Student Needs

GOAL: Create a language-rich, positive classroom and school climate that promotes the development of social-emotional competencies and meaningful connections between home and school

District will…	School will…
Engage in Data-Deep Dives (Protocol) each quarter on Demonstrable Indicators and reflect findings in NYSED quarterly reports.	Know every child by face and name.
Create and disseminate guidance, in conjunction with Multi-Tiered Systems of Support.	Ensure every required student has an appropriate and implemented AIS plan.
Provide an opportunity for expanded learning time.	Develop an instructional team that meets regularly to address the individual needs at of each school.
Provide additional supports for social and emotional learning and viable evidence-based curricula.	Engage with community stakeholders to provide supports to students.
Provide bilingual education to all incoming new multi-lingual students who speak Spanish as a home/native language.	Develop a plan for regular review of student data.
	Develop a plan to address chronic absenteeism.

RCSD Strategic Plan Priority: Foster dynamic leadership
Guiding Principle #3: Committed and Effective Teachers, Leaders, and Staff

GOAL: Set high expectations for all students through the empowerment of principals, the implementation of best practices, including teachers working collaboratively and engaging in reflective practice.

District will…	School will…
Engage in Data-Deep Dives (Protocol) each quarterly on Demonstrable Indicators.	Provide internal professional learning for stakeholder teams to build capacity around the implementation of instructional blocks (i.e., literacy, mathematics).
Establish a professional learning community with school leaders.	Provide time in the schedule for grade-level planning and job-embedded professional development.
Communicate/Meet with receivership principals as a group weekly.	Ensure all teachers have the materials needed for instruction.
Provide ongoing professional development to teachers on common needs.	
Provide ongoing professional development for school leaders.	

Implement a Professional Learning Community to tailor a plan for receivership schools based on identified needs and urban school transformation.	
Provide opportunities for visitation to national model schools	
Provide targeted professional development opportunities that train staff on continuous improvement models	

RCSD Strategic Plan Priority: Build a strong community
Guiding Principle #4: **Engaged and Empowered Families and Community**

GOAL: Empower families and the community to become partners in children's learning

District will…	**School will…**
Provide support/partnership to school and families as needed.	Engage families in meaningful activities at the school.
Provide support through the Office of Parent Engagement with an identified liaison for receivership schools.	Establish routine communications with families by the teacher and principal.
Provide opportunities for positive news about schools via the Communications Department.	Leverage community partners to support school efforts.
Engage with community stakeholders to provide supports to students and families including but not limited to Community Engagement Teams.	
Provide district-wide professional development on the identification, placement, instruction, and other needs of MLs and SIFE.	

Timeline

As the RCSD implements the theory of action, we will follow the elements of the four foundational criteria of effective strategy (Curtis and City, 2009):

1. Instructional Core: The focus of the strategy is to improve the quality of the learning and teaching of content.
2. Focused, coherent, and synergistic: The design of the strategy focuses on having a specific and targeted attention on a few key initiatives. These areas are interrelated and comprise a focus on improving in a systematic and comprehensive matter.
3. Visionary and problem solving: The strategy balances addressing identified problems and moves beyond them to pursue the system's vision.
4. Discussed and understood: People in the system talk about the strategy, understand it, and have organized their work in support of it.

Timeline for Implementation
July 2021 - Administrative Leadership Training
August 2021 - Board Retreat
August 2021 - Executive Cabinet Retreat

2021-22: Training on Data Wise (schools) and Six Sigma or Lean

Organization by Guiding Principle: 1=High Standards, Rigorous Curriculum and Powerful Instruction; 2=Systems of Support that Meet Student Needs; 3=Committed and Effective Teachers, Leaders, and Staff; 4=Engaged and Empowered Families and Community; 5=Sound Fiscal, Operational, and Accountability Systems

Strategy	**Person Responsible**
The District will negotiate on an annual basis with bargaining units: • Elective Work Agreement by school for RTA, BENTE, and RAP. • Exemption from the voluntary transfer process.	Legal
Principals will be provided guided autonomy, based on the recommendation of the school chief, for all staffing at their building including but not limited to: • Assistant Principals, • Instructional Coaches, • Coordinating Administrators for Special Education, • Athletic Directors, and • Registrars.	School Chief
Placement: Implement the prescribed **Receivership RCSD Placement Plan** outlined in the Collective Bargaining Agreement and Exempt School status for every student needing to be placed at a receivership school if all other options have been exhausted. All placements must be approved by the Superintendent or designee.	School Efficiencies/ Placement/ School Chief
Enrollment: Implement the prescribed **Receivership RCSD Enrollment Plan** in determining the capacity and enrollment of a school in receivership, including: • No extra "sections" of grades will be added • Any changes to the continuum of services for students who need specialized services must	School Efficiencies/ Placement/ School Chiefs

have the Superintendent's or designee's approval. • Any changes to the bi-lingual programs must have the Superintendent's or designee's approval. • **Class Size Initiative for K-2**: Class size not to exceed 22 and required training for primary grade teachers.	
District School Ambassador: Each school will be provided with a central office staff member that can support the school as needed in navigating Central Office and remove barriers to success.	Deputy
Each central office department will assign an identified staff member as the point of contact for all receivership schools. The chiefs arrange regular meetings to ensure all needs are being met.	Executive Cabinet
Engage with the NYSED to generate and process all required reporting; remove barriers and seek freedoms from redundancies and mandates beyond the expectations of the receivership law. (i.e., Field-testing, DDTSE reviews etc.)	OSI/ Accountability
Establish a Professional Learning Community	Principal/ School Chief
Conduct Quarterly Data Deep-Dive to determine trends in data, areas of strength, and areas of improvements	Principal/ School Chief
Provide Intensive Professional development on components of instructional leadership including but not limited to: ● establishing and maintaining a shared vision ● data-driven decision making ● high-quality instruction ● relationship building and family engagement ● resource management	Principal/ School Chief
Provide learning opportunities for instructional leadership teams to receive targeted development opportunities.	Principal/ School Chief
Engage with the Office of Community Schools to gather stakeholders to develop a Community School Plan.	SSS

Superintendent will provide a periodic update to the board on the status of receivership schools.	School Chief
Develop and provide high-level support teams for social-emotional learning and coordination.	School Chief/Chief of Student Support Services
Assess and define a guaranteed and viable curriculum for all grades in the four content areas with bounded autonomy.	School Chief/ Principal/ Deputies
Assign certified reading teachers, and ratio.	School Efficiencies/ School Chiefs
Assess and define a Personalized Learning approach in instructional technology.	IM&T

Appendix C: Plan for Additional Support to Secondary Students, Grades 9-11

Overview

The 2020 Cohort has been inordinately impacted by the COVID pandemic closures. All RCSD students experienced learning either remotely or hybrid two days per week while masked with classmates at a safe distance. The pandemic rewrote the script of a traditional rite of passage for RCSD scholars. Ninth grade is where a student's grades, attendance, extracurricular activities, and relationships with classmates and school staff will leave a lasting mark.

How a student fares in ninth grade goes a long way toward determining academic success. Researchers at the University of Chicago's Consortium on School Research found that students who failed more than one semester of a course during their freshman year almost always dropped out. Other studies have found that students struggle to maintain their grades and friendships as they transition to high school. The majority of RCSD scholars maneuvered this transition in a fully remote environment.

Each year, teams of educators (principals, assistant principals, school counselors, teachers, and others) at the school and District levels review academic data which includes the credit accumulation. RCSD's data is concerning for the 2020 cohort.

In July of 2021, a delegation of RCSD school-based and district personnel embarked on a year-long professional development opportunity to the University of Chicago's Network for College Success Institute. This effort provided the RCSD with insight and connection to other districts across the county tackling this similar issue of how to support our rising 9th-grade students. We know that RCSD students who are considered first-time ninth-grade students have experienced moderate success during their initial year within high school. Data over the last five years indicates that between 25 and 40% of first-time freshmen do not achieve the 5+ credits, which is a strong predictor of high school graduation over four years.

Goal for the 2021-22 School Year

RCSD schools will ensure that the COVID-related school closures do not further impact students' learning and pathways to graduation. Schools in the RCSD have multiple options for demonstrating knowledge and providing credit. Students are provided the opportunity to complete online credit recovery courses during the school day. Teachers are available during these periods to support student learning. In addition, schools utilize marking period recovery during the school day, after school, Saturdays, and remotely to help students obtain credits. Schools will leverage these options while continuing to identify creative credit-earning opportunities that may involve distance learning through multiple platforms.

There is an opportunity for the District to connect the Strategic Plan to supporting our first-time 9th-grade students. In the Strategic Plan, the District's goal is to examine the percentage of the Grade 9 cohort annually to determine if they are on track for graduation in four years. The current year's data puts the 2020 cohort in jeopardy of not graduating within four years. The District will set goals for grades 9, 10, and 11 to get each cohort "on track" to graduate within four years. This will apply to, and include, students who were impacted by the COVID closure - notably, the significant count of students in 2020-21 who fell short of expected credits earned.

Schools will identify each student in the 2020 cohort who did not obtain 5+ credits to create an individualized plan of action to support student's success. Each action plan will be developed and reviewed before starting the school year based on students' prior performances and profiles. Action plans will include a course of study map that will identify how students will successfully improve their credit attainment towards graduation in 2024.

Where possible, student schedules will be adjusted to include opportunities for students to

- Retake a core class for course credit
- Engage in a credit recovery semester option
- Engage in credit recovery via Online Credit Recovery

The District recognizes that to address credit attainment for these students, the following must be considered:

- Outside of the expressed trajectory of mathematics, we can offer some courses in a non-traditional sequence to meet the needs of the students. Therefore, scheduling should be more

flexible than previously utilized. Counselors will be supported to build schedules with registers that meet students' credit needs while considering alternate pathways.

- Mathematics should be offered in a sequential model as concepts and ideas build on each other. The District has outlined (2) models for the math sequence for these students. Schools will identify which option they are electing into, and data will be collected and tracked to ensure compliance. The mathematics department is adjusting the course content to support an Algebra Semester Option and an accelerated Algebra option, including asynchronous learning opportunities. Students who successfully navigate either option will be on track for mathematics, and will be positioned to begin the 22-23 school year on pace for math credits.
- Significant research shares that an increase in high dosage tutoring impacts student achievement. Therefore, the District and schools will partner to provide increased opportunities for students to receive tailored supports throughout the 21-22 school year. A request for proposals from qualified outside vendors is in progress. Schools are also working to identify qualified personnel within their campuses to provide small group and individual opportunities for learning.

District-Wide Guidance

For students with at least 3+ credits, counselors should identify the course that was not successfully navigated during 20-21 and offer the 4th/5th credit as a credit recovery offering. Counselors will work with students to identify the timeline for recovery options. Recovery options will be provided during the school year as online options. In addition, RCSD also intends to offer recovery options for this cohort of students during our Summer 22 plan.

Any student in this category who did not obtain the Algebra 1 credit should be enrolled in one of two options.

- Option 1: Algebra/Geo Blend Class with an OCR component
- Option 2: Algebra 1 Repeat as a semester course followed by Geometry Local as the second-semester courses

School-Based Efforts

As this is a collaborative effort between the District and Secondary Schools to increase academic success for the 2020 cohort, school-specific plans are also in development. The Chiefs of Schools will work with each Secondary Principal to collect additional feedback and solidify plans. Preliminary plans are captured

below and will be updated within the next 4-6weeks based on enrollment, attendance, and summer programming outcomes.

School Name and Principal	Cohort 2020 Plans
Djinga St. Louis/LAFYM	Attendance data will be reviewed to determine if the 2020 student was chronically absent over the school year to review the interventions that are in place and make adjustments; OCR is built into the student's schedule for the upcoming school year; school counselor and the home school assistant will create plans to assess individual situations; 2020 students will be enrolled in both Global History through Literacy and Algebra/Geo blend which yield 2 credits, each, when complete
Rick Smith Franklin Upper	All 2020 Cohort Students will have a role up schedule with additional periods available/built in to focus on Class recovery (OCR/Marking Period) with additional after school sessions available as well. Students will be supported by content teachers and additional Intervention teachers as needed. Lastly counselors and additional outside agencies will be working with targeted students and families to develop, implement, sustain a plan for additional student supports in Academics and SEL.
Julie VanDerwater Wilson HS	Registered for Summer School Home School Assistant completed home visits to encourage participation in OCR over summer ELA/Labs were embedded into schedules for 21-22 Students scheduled for OCR classes in Fall All students will have a 20 minutes SEL period in the schedule that consists of a group of 7-8 students. This period will be used to monitor grades and attendance.
Dave Passero Northeast	Students will take Global History through Literacy to recover two credits (Global I/English I). Strategically scheduling a Living Environment review class to maximize content review and lab minutes. Three teachers available after school for tutoring and support (We would love to expand this with yellow bus transportation if it could be provided). Algebra/Geo Blend for students who failed Algebra I. Advisory built into master schedule with biweekly Family Meetings. Trying to plan outdoor cohort-based field trips for community-building and teamwork activities. Strategic use of administrative teacher assignments for tutoring support throughout lunches.
	School Counselor is in the process of reviewing all course requests to

Jacob Scott Edison Career & Technology High School	ensure appropriate placement. Building-wide credit recovery opportunities such as Global I Literacy (15 current enrollment) and Algebra/Geometry Blend (29 current enrollment). Students will be able to recover 2-4 additional credits through these efforts. Review of student's attendance data to develop an individualized plan to support, mentor, and celebrate scholars. Parent sessions will be conducted to understand NYS graduation requirements and their individual graduation plan to encourage self-advocacy.

Freshman Success Academy

As mentioned, the RCSD is engaged in a yearlong learning opportunity with the National Freshman Success Academy. Using the success toolkit, RCSD will work with teams to launch Freshman Academy Experiences in RCSD high schools during the 2022-23 school year. The first professional learning was delivered on July 21, 2021 and July 22, 2021. The professional learning focused on:

- How to successfully transition students from middle to high school
- Examine the research on what matters the most for high school success
- Support students to stay on-track to graduation by building and leading freshman teacher teams
- Analyze data to inform instruction and student supports
- Explore how to move beyond mitigating course failure to improving course performance
- Engage in collaborative action planning

Schools are now convening success teams and planning monthly meetings. The District has identified resources from stimulus funds to support initial implementation and long-term sustainability.

Special Education Services for Students in Grades 9, 10, & 11

Students protected under the IDEA and/or ADA require further consideration under the Part 200 regulations. In determining progress towards graduation, RCSD schools will consider additional guidance provided by the RCSD Special Education department to ensure equity and access for students with disabilities.

Multilingual Services for Students in Grades 9, 10, & 11

The RCSD is operating under a Corrective Action Plan (CAP) to address the low graduation outcomes our students have faced in the past. To address progress towards graduation for multilingual students, RCSD schools will consider additional guidance provided by the RCSD Department of Multilingual Education (DOME) to ensure equity and access for students who are eligible for Multilingual Learner services.

Credit-Earning Assurance Plan

(Schools can edit this template needed)

Student Identification

Student:	**Student ID Number:**
School:	**Date Last Updated:**

The purpose of this document is to develop a plan for {Name of Student} to earn credits towards graduation in courses that were previously marked as Incomplete (or equivalent) during the extended school closure.

Districts have multiple options for demonstrating learning and providing credit, according to the NYSED Commissioner's Regulations, within RCSD Graduation Policies and Requirements.

Credit Options Guidance is divided into three approaches, which can include 1) Performance Assessment, 2) Collections of Evidence (portfolios), and 3) Applied Academic Credit, as supported in the District ASAP manual. Given the extraordinary circumstances, schools will leverage these options while continuing to identify creative credit-earning opportunities that may involve learning through multiple platforms.

The following course(s) and credit(s), resultant from COVID pandemic-impacted extended school closure, must be recovered to be on track for graduation:

[Insert student courses and credits impacted by extended school closure.]

This plan should be completed by **September 30, 2021.**

Table 1: Rochester City School District: Profile of Credits for the 2020 Cohort

				TOTAL CREDITS EARNED									
LOCATION	**Grade 9 2020 Cohort #**	**0-.99**	**% 0-.99**	**1-1.99**	**%1-1.99**	**2-2.99**	**% 2-2.99**	**3-3.99**	**% 3-3.99**	**4-4.99**	**% 4-4.99**	**5+**	**% 5+**
RCSD	**1776**	**131**	**7%**	**170**	**10%**	**131**	**7%**	**134**	**8%**	**131**	**7%**	**1079**	**61%**
EAST UPPER HIGH SCHOOL	190	8	4%	8	4%	19	10%	12	6%	9	5%	134	71%
EDISON CAREER AND TECHNOLOGY HIGH	256	11	4%	19	7%	8	3%	17	7%	22	9%	179	70%
FRANKLIN UPPER SCHOOL	236	39	17%	34	14%	24	10%	28	12%	20	8%	91	39%
JAMES MONROE HIGH SCHOOL	181	6	3%	24	13%	22	12%	19	10%	21	12%	89	49%
JOSEPH C WILSON MAGNET HIGH SCH	183	11	6%	10	5%	6	3%	9	5%	12	7%	135	74%
LEADERSHIP ACADEMY FOR YOUNG MEN	74	16	22%	7	9%	6	8%	5	7%	6	8%	34	46%
NORTHEAST COLLEGE PREP HIGH SCHOOL	160	15	9%	43	27%	20	13%	16	10%	12	8%	54	34%
ROCHESTER EARLY COLLEGE INTERNA HS	98	0	0%	7	7%	6	6%	3	3%	6	6%	76	78%
SCHOOL 58-WORLD OF INQUIRY SCHOOL	96	0	0%	4	4%	6	6%	11	11%	8	8%	67	70%
SCHOOL OF THE ARTS	207	4	2%	11	5%	7	3%	8	4%	11	5%	166	80%
SCHOOL WITHOUT WALLS	67	0	0%	2	3%	5	7%	6	9%	4	6%	50	75%
Homebound	4	1	25%	0	0%	0	0%	0	0%	0	0%	3	75%
Out of District (OOD)	24	20	83%	1	4%	2	8%	0	0%	0	0%	1	4%

Source: NYSED *School Year Total Cohort Summary Report in combination with PowerSchool data.*