

**State Monitor**  
**Response to Annual Academic Report**  
**Fall 2021**

Submitted by  
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## Introduction

This report is a response to the Annual Report submitted by Rochester City School District (RCSD or “the District”) to the State Monitor. The contents of this report include ratings of the progress made by the District in its efforts to adhere to the recommendations in both the Academic Plan and the Financial Plan approved by the RCSD Board of Commissioners (“the Board”) and the New York State Commissioner of Education, Dr. Betty Rosa. This report represents work completed between January 1, 2020 and June 30, 2021. This report also includes proposed modifications to the original plans and the inclusion of proposed new recommendations.

### **Information provided on pages 1 through 3 taken from the RCSD CRSSA/ARP plan submitted to the New York State Education Department (NYSED).**

The RCSD is a high-need; urban school district that will serve approximately 23,000 students in grades K-12 in the 2021-2022 school year. Nine out of every ten RCSD students are students of color, with 21% of the student enrollment classified as a student with a disability (SWD) and 15% as English language learners (ELLs). Last year, the District served approximately 3,000 students experiencing homelessness. Eighty-nine percent of students Districtwide qualify for free and reduced-price lunch, with individual school rates ranging from 62% - 97%. The RCSD operates Title I Schoolwide Programs in all schools. For the 2021-2022 school year, 70% of RCSD’s 46 schools are in accountability status, with 18 schools identified as CSI (Comprehensive School Improvement) Schools and 14 identified as TSI (Targeted School Improvement) Schools. Twelve (12) schools are in Receivership.

As a result of the COVID-19 pandemic, all RCSD schools remained fully remote from March 2020 until February 2021, at which time students had the option to return to school for two days a week in a hybrid learning model. Approximately half of Rochester families chose the hybrid learning option for their children (45%), while the other half of students stayed fully remote (55%). Elementary students who selected the hybrid-learning model returned to school on February 8, 2021; secondary students who chose hybrid learning returned during the week of February 22. The RCSD reopened fully in September 2021, with an expectation that 100% of students return to in-person learning, except for students with medical exemptions.

Historically, data have illustrated that Rochester students face many adversities and are challenged to meet academic performance standards, with increased challenge throughout the COVID-19 pandemic. While the RCSD did collect student data in the 2020-2021 school year, some data were unreliable and/or invalid. Many observations did not correlate with those from previous years because of modifications to instructional delivery (i.e., remote and hybrid learning) and modified administration of formative and State assessments. The observations below are a combination of both historical and current trends:

- The RCSD has moved from an August four-year graduation rate of 63.0% in the 2018-2019 school year to 68.2% in the 2019-2020 school year and a projected 2020-2021 school year rate of 71.5%. The internal projection was based on the number of students in the cohort who had accumulated 16 course credits and passing scores on three (3) of the exams required to meet New York State diploma requirements.
- English and Math Regents data from previous years report that many Rochester students do not pass these exams. When administered, only half of secondary students have been passing the English Regents exam and even fewer have been passing the Math Regents (30 - 40%).

- Historically, fewer than half of RCSD students in grades K-8 meet NWEA growth targets in reading/ELA or math. In winter 2020, only 43.4% of K-8 students met the reading target and only 46.6% met the math target. In winter 2021 during the pandemic, those percentages dropped dramatically to only 34.7% and 37.3% respectively. In spring 2021 those percentages dropped even further to 26.9% and 22.2%, respectfully.
- In 2018-2019, the last full school year not impacted by the COVID-19 pandemic, RCSD's rates of chronic absenteeism were 37.6% for elementary students and 59.9% for secondary students. In 2020-2021 (during a full school year of remote/hybrid learning), the chronic absenteeism rate was 39.7% for elementary students and 47.2% for secondary students.
- The RCSD's unduplicated suspension rate for all students was 11.4% in the 2019-2020 school year. The suspension rates by subgroup were 15.8% for students with disabilities, 14.4% for Black students, 9.1% for Hispanic students, and 5.3% for White students. In the 2020-2021 school year, the RCSD's unduplicated suspension rate for all students was 0.04%. The suspension rates by subgroup were: 0.05% for students with disabilities, 0.06% for Black students, 0.01% for Hispanic students, and 0.09% for White students

In the 2021-2022 school year, the District anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Last school year, RCSD students spoke more than 60 languages, and ELLs/MLs comprised 30% of the total District enrollment. Nearly two-thirds (62%) of the RCSD families who spoke a language other than English spoke Spanish. Somali (6%) moved up and became the next most common language, followed by Arabic (4%) and Nepali (4%). In August 2020, the four-year graduation rate for Rochester's ELL students was only 51%, while the corresponding rate for non-ELL students was 71%. No ELL student in the cohort earned a Regents Diploma with Advanced Designation, and nearly one-third (30%) of ELL students had dropped out of school. As stated, Rochester schools remained 100% remote until February 2021, at which time students had the option to return to a hybrid-learning model. Approximately 29% of ELLs selected the hybrid option and returned to school part-time, but most ELLs (71%) chose a full-year of remote learning.

Approximately 21% of RCSD students are classified as SWD for the 2021-2022 school year. In order to meet the unique needs of students, the RCSD offers a continuum of services for SWD, including General Education with Supplementary Aids and Services, Consultant Teacher Services, Integrated Co-Teaching Models, Special Class Services and Home Hospital Instruction. Student needs are identified through the Committee on Special Education (CSE) process, with the goal of placing students in the least restrictive environment so that they may receive instruction alongside their typically developing peers whenever possible.

Historical data show that SWD need supports in multiple areas:

- Historically, fewer than half of SWD in grades K-8 meet NWEA growth targets in reading/ELA or math. In winter 2020, only 39.0% of K-8 students met the reading target and only 44.8% met the math target. In winter 2021 during the pandemic, those percentages dropped dramatically to only 33.2% and 39.5% respectively. In spring 2021, those percentages dropped to 28.4% and 25.8%, respectively.
- In 2018-2019, the last full school year not impacted by the COVID-10 pandemic, RCSD's rates of chronic absenteeism were 37.6% for elementary students with disabilities and 59.9% for secondary students with disabilities. In 2020-2021 (during a full school year of remote/hybrid learning), the chronic absenteeism rate for elementary students was 39.7% and 47.2% for secondary students.

The RCSD employs approximately 3,230 teachers working across its school buildings. Approximately twenty-three percent (23%) of all teachers have been in the District for less than five years, and one out of every six RCSD teachers (15%) has an initial, transitional, or provisional teaching

certificate. Nearly half (44%) of the District’s new teacher hires for the 2021-22 school year will work in subject areas where there are teacher shortages. Nine out of ten Rochester students are students of color (90%), yet three-quarters of Rochester teachers (75%) are White.

### 2020-2025 RCSD Strategy

2020-2025 District Strategy	2020-2025 Targets
Provide High-Quality Learning Experiences	Improve Academic Performance
Ensure inclusive, caring, and safe learning environment	Provide a foundation for safe and positive learning and enhance students' ability to succeed
Build strong Community	Engage with families & community stakeholders to assist with student support, learning and progress
Foster dynamic leadership	Foster leadership at school & district levels to achieve each school's targeted outcomes

### 2020-2021 ANNUAL RCSD Strategy Objectives

ID	2020-2021 Priorities to Meet Overall District Strategy	2020-2021 Targets
1	Deliver remote learning for district students	100% coverage
2	Improve Graduation Rate	% Gr 9 cohort on track to graduate by year-end: All-85% Black-68% Latino-73% SWD-55% ELL-80% % Cohort graduating in 4 years: All-75% Black-63%, Latino-63% SWD-47% ELL-43% % Cohort dropping out in 5 years: All-10% Black-22% Latino-28% SWD-30% ELL-49% % Grad cohort achieving >=1 rigorous outcome: All-45% Black-31% Latino-28% SWD-6%, ELL-20%
3	Increase ELA Proficiency	NYS 3-8 ELA % Proficient = 25% 4-8 ELA Mean Growth Percentile (MGP) > 54%
4	Increase Math Proficiency	NYS 3-8 Math % Proficient = 25% 4-8 ELA Mean Growth Percentile (MGP) > 54%
5	Reduce Chronic Absence	Grade 1-8 <= 23% Grade 9-12 <= 40%
6	Out of School Suspension Reduction	>= 1 Time? Goal is 4 or less
7	Increase % of SWD in Least Restrictive Environment (LRE) >= 80% of time	70% of SWD in LRE >= 80%
8	Increase % of RCSD Schools in "Good Standing"	Number of Schools in Good Standing >= 60%
9	Improve % of Restorative Practices Schools	% of Restorative Schools All - 95% % of Restorative Schools Elementary - 57% % of Restorative Schools Secondary - 85%
10	Improve RCSD English Language Learner performance	All-1.13 Black-1.09 Hispanic-1.09 SWD-1.03 ELL-1.13 Asian-1.13 White-1.19
12	Financial Management and Fiscal Responsiveness	Manage school and district resources effectively

### Role of the State Monitor

Chapter 56 of the Laws of 2020 required former Interim Education 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 State Monitored began on May 26, 2020. The primary responsibilities of the Monitor include the following:

- Serve as a non-voting ex-officio member of the Board.
- Assist the Board in adopting a conflict of interest policy that ensures board members and administrators act in the District’s best interest.
- Work with the Board to develop a proposed academic improvement plan and proposed financial plan for the District no later than November 1, 2020, for the 2020-2021 school year and the four subsequent school years.
- Beginning with the 2021-22 school year budget, ensure that the budget is balanced and consistent with the District’s long-term financial plan.

### Description of Ratings

There are four colored ratings utilized to rank the level of successful completion of each recommendation included in the Financial and Academic Plans. The ratings are identified in the table below.

<b>Color</b>	<b>Explanation</b>
<b>Blue</b>	The recommendation was successfully completed by the District Administration or the Board
<b>Green</b>	The recommendation was successfully started and is ongoing by the District Administration or the Board
<b>Yellow</b>	The recommendation was a combination of one or more of the following: a) not started on time b) not successfully implemented or completed, c) lacks sufficient evidence, d) inconsistent execution
<b>Red</b>	The recommendation was not started and is a violation to be reported to the Commissioner of Education
<b>White</b>	The recommendation was not rated yet due to a later deadline

### Academic Recommendations Rated by the State Monitor, Modifications, New Recommendations

Table 5: Turnaround Leadership

Table 7: Talent Development

Table 9: Instructional Transformation

Table 11: Culture Shift

Table 13: Systems, Resources and Structures

### **Turnaround Leadership**

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Turnaround Leadership, proved an area of significant growth for the District. Recommendation #8 is marked as a violation. Recommendation #8 requires that by September 1 of each year, a standard operating procedure for evaluating the superintendent is made available to the State Monitor. The plan identifies 80% of the recommendations marked as successfully completed by the District. Two modifications to the Year1 edition of the RCSD Academic Plan in the

area of Turnaround Leadership are included as an update to the plan. Eight new recommendations are included in this report to address Board goal alignment and Receivership Schools.

**Academics Table 5: Turnaround Leadership, April – June 2021**

Recommendation #	Rating
1.1	Yellow
1.2	Green
2.1	Green
2.2	Yellow
2.3	Green
3.1	Green
3.2	Green
4	Green
5.1	Green
5.2	Green
5.3	Green
5.4	Green
5.5	Green
6.1	Green
6.2	Green
6.3	Green
6.4	Green
7	Yellow
8	Red
9	White
10	Green
11	White

**Turnaround Leadership: State Monitor Modifications to Recommendations**

Recommendation	Modifications
#4	Remove recommendation #4
#7	Replace recommendation #7 with the following: A copy of the multi-year Executive Leadership Professional Development Plan shall be co-developed with the leadership of the East High School Educational Partnership Organization (EPO) and submitted to the state monitor by December 15 <sup>th</sup> of every year. The Plans shall identify the funding source that will pay for implementation.



### Turnaround Leadership: State Monitor Recommended Updates Fall 2021

1	By December 1, 2021, Objectives should be aligned to Board Goals.
2	The Superintendent's evaluation should be explicitly aligned to the goals and metrics outlined in the District Strategic Plan.
3	CRSSA funds should be allocated for executive mentors/coaches assigned to principals of Receivership Schools.
4	Board policies should be reviewed for impact on academic outcomes, equity, and access.
5	Central Office staff and school leaders should be trained in best practices for management and accountability systems.
6	District administration should provide specific areas of autonomy to receivership schools beginning in the 2022-23 school year.
7	Annual self-evaluations of RCSD Board Commissioners will be made public and available on the RCSD Website
8	All yellow and red ratings should be addressed by the RCSD administration in writing by the subsequent quarterly meeting.

### Talent Development

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Talent Development, proved an area of moderate growth for the District. Recommendations #4 and 3.2 are marked as violations. Recommendation #4 includes a comprehensive professional development plan with a complementary program evaluation instrument aligned to the RCSD Strategic Plan. The District successfully completed 50% of the graded recommendations. Three modifications to the Year1 edition of the RCSD Academic Plan in the area of

Talent Development are included as an update to the plan. Three new recommendations are included in this report to address the need for the development of a talent management plan and leadership selection at Receivership Schools.

**Academics Table 7: Talent Development, April – June 2021**

Recommendation #	Rating
1.1	Yellow
1.2	Yellow
2.1	Blue
2.2	Blue
2.3	Blue
2.4	Blue
2.5	Blue
3.1	Green
3.2	Red
4.1	Red
4.2	Red
4.3	Red
4.4	Red
5.1	White
5.2	Yellow
5.3	White
5.4	White
6	Yellow
7.1	Yellow
7.2	Yellow
7.3	White
8	Yellow
8.1	Blue
8.2	Blue
8.3	White
9	Green

**Talent Development: State Monitor Modifications to Recommendations**

Recommendation	Modifications
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#1	Replace recommendations #1.1 and #1.2 with the following: Administration shall develop a cycle for reviewing department SOPs annually.
#3	Remove recommendation #3
#8	Replace recommendation #8.3 with the following: by October 30, 2021, RCSD Administration should make the final recommendation for the geographic reconfiguration of RCSD schools, to the Board.

**Talent Development: State Monitor Recommended Updates Fall 2021**

1	District administration should annually submit to the State Monitor, by October 1, a talent management plan for each collective bargaining unit, including strategies for the following: talent acquisition; onboarding and integration; individual, leadership and management development, performance management; and succession planning.
2	Effective immediately, all school or District leadership positions with any oversight for Receivership Schools shall include the participation of the state monitor in the interview and selection process.
3	The RCSD administration should address all yellow and red ratings in writing by the subsequent quarterly meeting.

**Instructional Transformation**

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Instructional Transformation, proved an area of needed growth for the District. Recommendations #6, 10.2, 12.3, and 12.4 are marked as violations. Recommendation #6 includes the implementation of a yearly training for school counselors that includes technical knowledge in the areas of transcript review and development, master scheduling, foreign transcript analysis, effective utilization of the RCSD Course of Studies, Freshman Academy Design and Career and

Technical Education (CTE) counseling. Recommendation #10.2 requires the District administration to submit the final multiyear adoption schedule as a resolution to the Board by July 1, 2021. Recommendations #12.3 and 12.4 require the District administration to submit a resolution approving the implementation of a new high school selection process for students by June 2021 and begin implementation of the selection process with the 2022 Cohort. The District successfully completed 23% of the graded recommendations. Twelve modifications to the Year 1 edition of the RCSD Academic Plan in the area of Instructional Transformation are included as an update to the plan. Ten new recommendations are included in the report to address areas of secondary instructional programming, support for ELLs, and the comprehensive assessment program.

**Academics Table 9: Instructional Transformation, April – June 2021**

Recommendation #	Rating
1.1	Yellow
1.2	Yellow
1.3	Yellow
1.4	Yellow
1.5	Yellow
2.1	Green
2.2	Yellow
2.3	White
3.1	Green
3.2	Yellow
3.3	White
4	Green
5	Yellow
6	Red
7.1	Yellow
7.2	Yellow
8.1	Yellow
8.2	Blue
8.3	White
9.1	Green
9.2	Yellow
10.1	Yellow
10.2	Red
10.3	Yellow
10.4	Yellow

11.1	
11.2	
11.3	
12	
12.1	
12.2	
12.3	
12.4	
12.5	
12.6	
12.7	
12.8	
12.9	
12.10	
13	
14.1	
14.2	
14.3	
15	
15.1	
15.2	
15.3	
15.4	
15.5	
15.6	
16.1	
16.2	
16.3	

**Instructional Transformation: State Monitor Modifications to Recommendations**

Recommendations	Modifications
#2	Replace recommendation #2 with the following: (2.1) Effective immediately, each school serving kindergarten through grade 8 students should have an approved plan for addressing the interruption of learning in literacy and mathematics during the pandemic. (2.2) Effective immediately, each high school should have an approved plan for all students who are not on target to

	graduate with their cohort. (2.3) A fully funded program should be developed, with principal input, for over-aged and under-credited high school students currently attending RCSD comprehensive high schools.
#3	Remove # 3.3
#4	Replace recommendation #4 with the following: Annually, by February 1, an updated RCSD Secondary Course Catalogue will be presented to the Board for review and approval.
#5	Replace recommendation #5 with the following: Annually by March 15, the administration will present a summer school plan that outlines the following: summer school purpose and goals, budget, target student population, eligibility for student participation, program structure, staffing structure, staffing plan, instructional design, instructional materials, grading policies and protocols, leadership structure, supervision protocols, program evaluation, communication plan, student entry and dismissal protocol, and staff reduction protocol.
# 6	Replace recommendation #6 with the following: School counselors should transition to the Division of Teaching and Learning during the 2021-22 school year and should receive annual training based on the needs of the school and the American School Counselor Association (ASCA) Professional Standards and Competencies
# 7	Remove #7
# 10	Replace recommendation #10.3 with the following: By December 30, 2021, Deputy Superintendents shall present to the Superintendent and the Board a plan and budget to remove all dated curricular materials from schools and storage facilities.
# 11	Remove recommendations #11.1 and #11.2; replace #11.3 with the following: Beginning no later than October 1, 2021, a random sample of redacted evaluations will be made accessible to the State Monitor.
# 12	Revise recommendation # 12.3 with the following: By December 30, 2021, submit to the Board a presentation and resolution outlining the revised high school selection process for approval.
# 13	Remove recommendation #13
# 14	Replace recommendations #14.1 and #14.2 with the following: RCSD Zone configuration shall be completed by fall 2024.
# 16	Replace recommendation #16.1 with the following: The schedule of evaluations for teachers and administrators shall be presented to the State Monitor annually no later than October 15.

### **Instructional Transformation: State Monitor Recommended Updates Fall 2021**

1	Effective January 1, 2022, establish a process to share samples of evidence of the implementation of the Response to Intervention/Multi-Tiered System of Support (RTI/MTSS) process for students in grades 3, 6, 8, and 9 with the State Monitor during the 4-6 week cycle reviews with Chiefs.
2	A final draft of the RCSD Secondary Course of Studies should be presented to the State Monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for its final approval before December 30, 2021.
3	A Comprehensive Assessment Program should be developed annually, by March 30, and minimally include the following: name of assessment, purpose, target audience, frequency of administration, duration of administration, modality of administration, and how data will be shared and utilized to improve instruction The program should also include commonly used college readiness assessments like Accuplacer, ASVAB , SAT, ACT Advanced Placement (AP), International Baccalaureate (IB), etc. Effective immediately, data from assessments given as part of the RCSD Comprehensive Assessment Program should be submitted to the State Monitor in a mutually agreed-upon format within ten business days following the conclusion of the administration of the assessment.
4	By May 31, 2022, develop or modify the following policies: Grading, Retention, and Promotion. Updated policies should be included in the secondary course catalog.

5	A multi-year CTE plan should be co-developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by Fall 2023.
6	Effective immediately, create a work calendar that affords school chiefs a minimum of three days providing direct services in assigned schools.
7	By December 30, 2022, establish an action plan to address the disproportionately low graduation rates and disproportionately high dropout rates of Black and Hispanic male students.
8	Principals and their instructional teams will be trained to create student-focused master schedules by December 30, 2022.
9	Annually, administration will develop a continuum of learning for ELL students to be presented to the Board's Excellence in Student Achievement (ESA) Committee and Bilingual Education Committee on a mutually agreed upon date.
10	All yellow and red ratings should be addressed by the RCSD administration in writing by the subsequent quarterly meeting.

### **Culture Shift**

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Culture Shift, proved an area of moderate growth for the District. Recommendation #4.3 is marked as a violation. Recommendation #4.3 requires the District Administration to have an active Parent-Teacher Organization (PTO) or Parent-Teacher Association (PTA) in each RCSD school. The District successfully completed 50% of the graded recommendations. Five modifications to the Year 1 edition of the RCSD Academic Plan in the area of Culture Shift are included as an

update to the plan. Two new recommendations are included in the report to address the need for active school based planning teams and an active Executive Steering Committee of School Based Planning Teams.

**Academics Table 11: Culture Shift, April – June 2021**

Recommendation #	Rating
1.1	Green
1.2	Green
2	Green
3.1	Green
3.2	Yellow
4.1	Yellow
4.2	Yellow
4.3	Red
4.4	Green
5.1	Yellow
5.2	White
5.3	Green
5.4	Yellow

**Culture Shift: State Monitor Modifications**

Recommendations	Modifications
#1	Rewrite recommendation #1 as follows #1.1 Eliminate, #1.2 Each school should submit an RTI/MTSS plan for approval by August 31 of each year. #1.3 Samples of student progress through the MTSS process should be made accessible to Chiefs regularly.
#2	Replace recommendation #2 with the following: All District websites shall be updated regularly and include a position statement about cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability.
#3	Remove recommendation #3
#4	Replace recommendation #4.1 with the following: Increase adherence to the bylaws of the Bilingual Education Committee. #4.2 Change date to September 30, 2021.
#5	Remove recommendation #5

**Culture Shift: State Monitor Recommended Updates Fall 2021**

1	The administration is to present documentation, quarterly, to the Board of the existence of functioning school-based planning teams in every school.
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2	The Superintendent will meet with the Executive Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.
3	The RCSD administration should address all yellow and red ratings in writing by the subsequent quarterly meeting.

### **Systems, Resources, and Structures**

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Systems, Resources and Structures, proved an area of moderate growth for the District. There are no violations identified in this area. The District successfully completed 59 % of the graded recommendations. Five modifications to the Year 1 edition of the RCSD Academic Plan in the area of Systems, Resources, and Structures are

included as an update to the plan. Eleven new recommendations are included in the report to address new initiatives, grant funding, charter schools, athletics, and the Facilities Modernization Plan (FMP).

**Academics Table 13: Systems, Resources, and Structures, April – June 2021**

Recommendation #	Rating
1.1	Yellow
1.2	Green
2.1	Green
2.2	Green
2.3	Yellow
3.1	Green
3.2	Green
4	Green
5.1	Yellow
5.2	Green
5.3	Yellow
5.4	Yellow
5.5	White
6.1	Yellow
6.2	Yellow
7.1	Green
7.2	Green
7.3	Green
8.1	Green
8.2	Yellow
8.3	Yellow
9	Green
10	Yellow
11.1	Green
11.2	Yellow
12.1	Green
12.2	Green
12.3	Green
13	White
14.1	Green

14.2	
14.3	
15	

### Systems, Resources, and Structures: State Monitor Modifications

Recommendations	Modifications
#4	Rewrite recommendation #4 as follows: The Chief of Human Capital shall facilitate the development of an annual reduction in staff plan for the Superintendent according to the provisions of the CBAs by a specified date mutually agreed upon by the Superintendent and the State Monitor.
#6	Rewrite recommendation #6 as follows: Effective December 1, 2021, RCSD, in collaboration with NYSED, will identify and adhere to specific benchmarks for progress monitoring the RCSD special education department. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State Monitor monthly.
#7	Remove recommendation #7
#10	Remove recommendation #10
#13	Rewrite recommendation #13 as follows: Effective immediately, every classroom teacher shall have a full schedule and a full roster of students in accordance with collective bargaining agreements for every instructional day. In addition, supporting evidence of staff assignments shall be available by July 1 for elementary schools and August 1 for secondary schools.

### Systems, Resources, and Structures: State Monitor Recommended Updates Fall 2021

1	Effective Immediately, present a project management plan with a designated staff member identified as the lead project manager for the following: <ul style="list-style-type: none"> <li>a) PeopleSoft Upgrade/Replacement</li> <li>b) FMP</li> <li>c) Zone Reconfiguration</li> <li>d) School Reconfiguration</li> <li>e) Secondary Course Catalogue annual Update</li> <li>f) Bilingual Education Continuum of Learning</li> <li>g) Special Education Continuum of Learning</li> </ul>
2	Recommend Grants reports to Finance beginning July 1, 2022.
3	Effective immediately, the Office of Human Capital should co-create with the Offices of Finance and Information Management Technology an action plan to progress monitor position control, vacancies, and substitutes. Progress monitoring of this plan should be a regular agenda item for the Staff Relations Committee meetings.
4	Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance, written to the Superintendent and the State Monitor, are corrected with supporting evidence.
5	Effective November 1, 2021, identify a minimum of four key strategies the District will utilize during the 2021-22 and the 2022-23 school years to improve key metrics in the Consent Decree and outcomes for students with IEPs
6	Effective November 1, 2021, identify a minimum of four key strategies the District will utilize during the 2021-22 and the 2022-23 school years to improve key metrics in the State Education Department Corrective Action Plan for English language learners and outcomes for these students

7	Effective January 30, 2022, create a charter school coordinator to serve as a liaison and facilitator between the growing number of charter schools and the various District offices. The coordinator would also be responsible for keeping the cabinet informed and supporting the charter school office with all back-office functions.
8	District Auditor General shall conduct a financial audit of the RCSD Athletics Department to be completed by June 1, 2022.
9	The District Auditor General will conduct an audit of staffing, payroll procedures, and operations by a date mutually agreed upon by the Superintendent.
10	Establish a position to manage all phases of FMP specifically.
11	The RCSD administration should address all yellow and red ratings in writing by the subsequent quarterly meeting.