

# Title Grants Quarterly Report

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QUARTER 3: JANUARY 2022-MARCH 2022

ROCHESTER CITY SCHOOL DISTRICT  
OFFICE OF GRANTS & PROGRAM ACCOUNTABILITY

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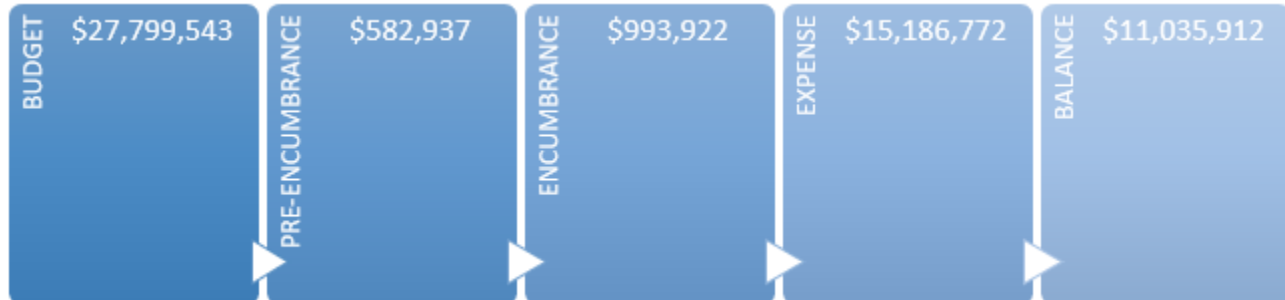
## Title I, Part A – Improving Basic Programs Operated by LEAs

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Under ESSA, Title I, Part A provides funds to local educational agencies (LEAs) for the purpose of providing all children an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps among groups of students. The Rochester City School District has been allocated \$26,389,953 to support Title I activities for the 2021-2022 school year. Review of data show that Rochester students need support in the areas of academic growth and achievement and social-emotional development. To increase academic growth and achievement, the District must provide:

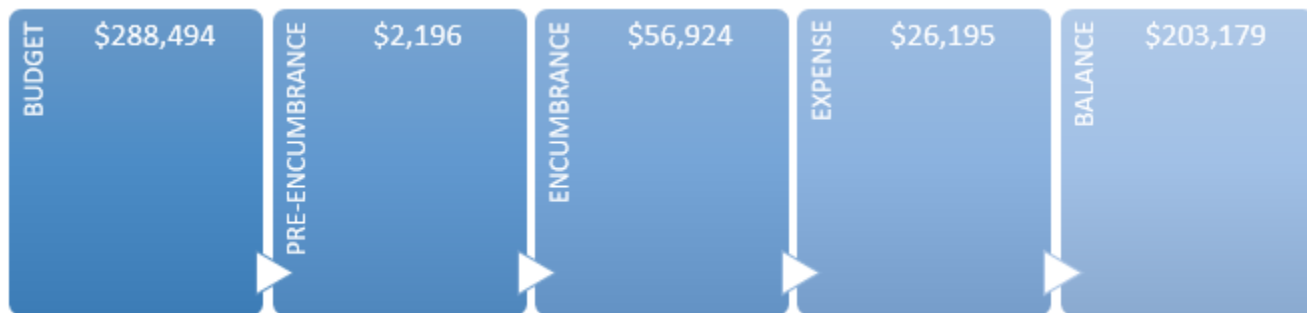
- Out-of-school time intervention or acceleration programming
- Targeted interventions for at-risk students
- Increased access and support for digital learning
- Increased access to online recovery programs for secondary students
- Full-day kindergarten
- Supports for implementation of Next Generation Standards
- Coherence in progress monitoring of data

### Overall Fiscal Progress



### Parent and Family Engagement (~\$280K or 1%)

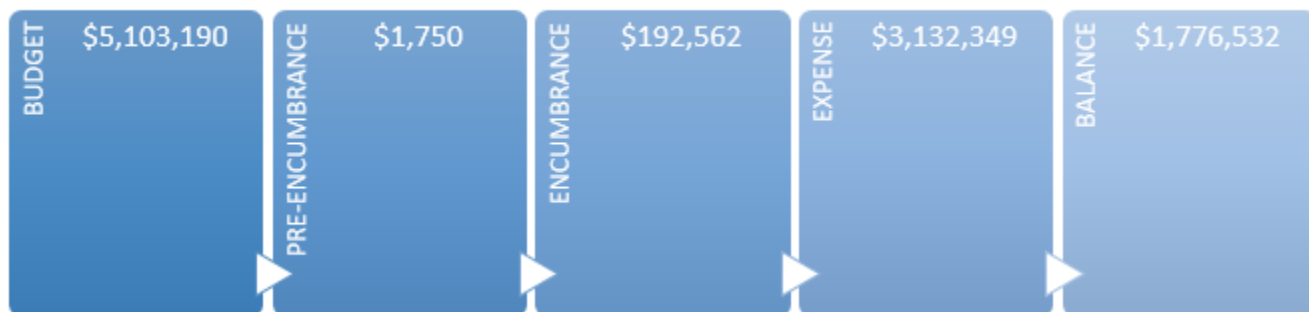
1% of the allocation is set-aside to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. Currently, 88% of schools have submitted and received approval of their Title I, Parent and Family Engagement Plans. These plans have been created in consultation with parents and stakeholder groups to most effectively meet identified needs of the school community. Parent and Family Engagement activities are expected to increase as the school year progresses due to lifting COVID restrictions, end of year activities, and back-to-school events.



### School Improvement Reserve (~\$5M or 18%)

A portion of the Title I, Part A allocation is directed towards the support of the District Comprehensive Improvement Plan (DCIP) commitments and School Comprehensive Education Plans (SCEPs). These activities include:

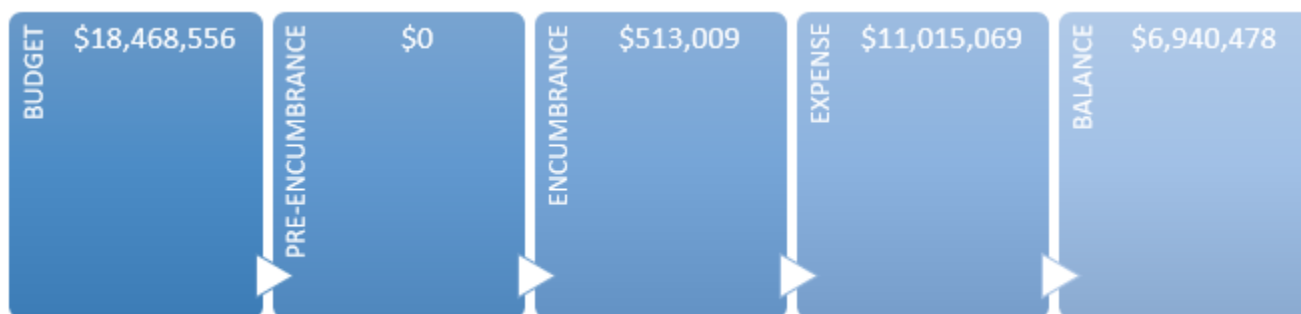
- Contracts for school improvement initiatives such as AVID and Datawise (~\$322K)
- Supports for continued implementation of Next Generation Learning Standards (~\$4.2M)
- Progress monitoring tools such as NWEA, Data Warehouse, PSAT/SAT, and Data Management Programmer (~\$332K)



## Rank and Serve (~\$18.8M or 67%)

After the required reserve set-asides have been calculated, a per-pupil allocation is directed towards individual schools based on enrollment in order to operate School-wide programs that support SCEPs. Activities include:

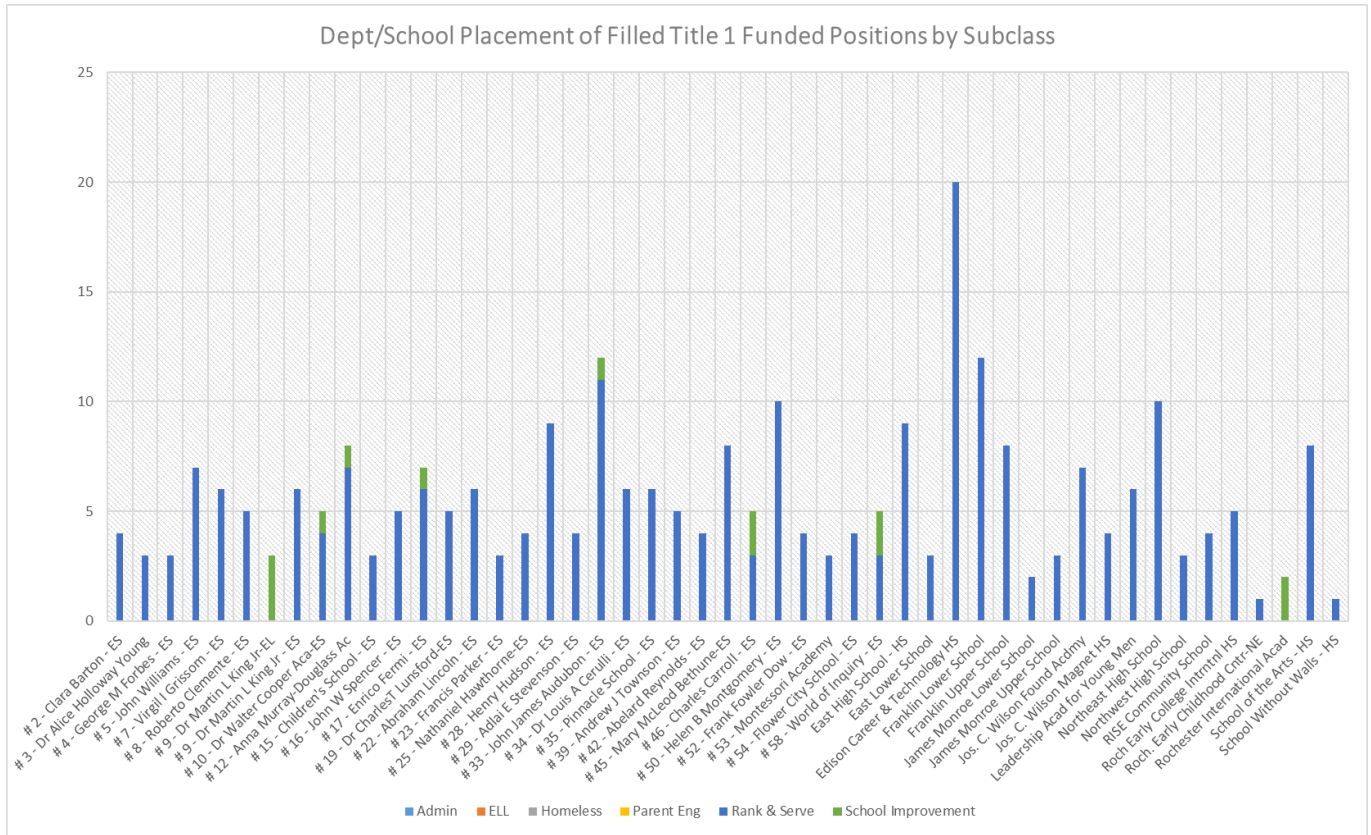
- Kindergarten teachers to support full day kindergarten (~1.8M)
- Instructional Technology TOAs (~\$830K)
- Virtual Academy teachers (~\$1.2M)
- Provision of social emotional supports including ROC Restorative staff and supplemental social workers (~\$1.4M)
- Supplemental school-based staff and programming (~\$13.6M)



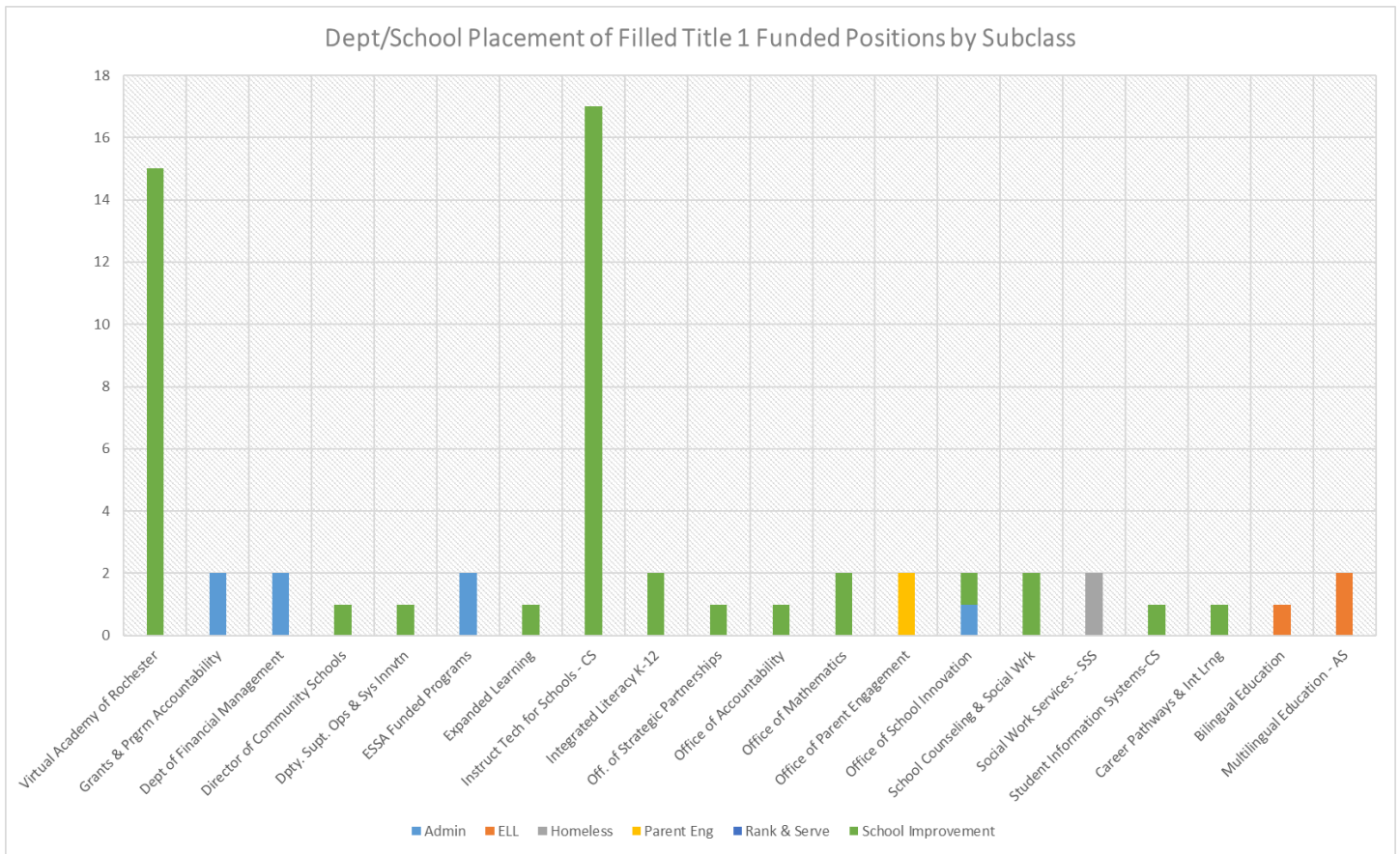
## Research and Evaluation Title I: Staffing

Below is a breakdown of salaried employees funded by Title I. The first two graphs the number of staff funded by Title I per department or school site by subclass. The bottom two graphs show the total average weekly hours worked by employees funded through Title I by department or school site.

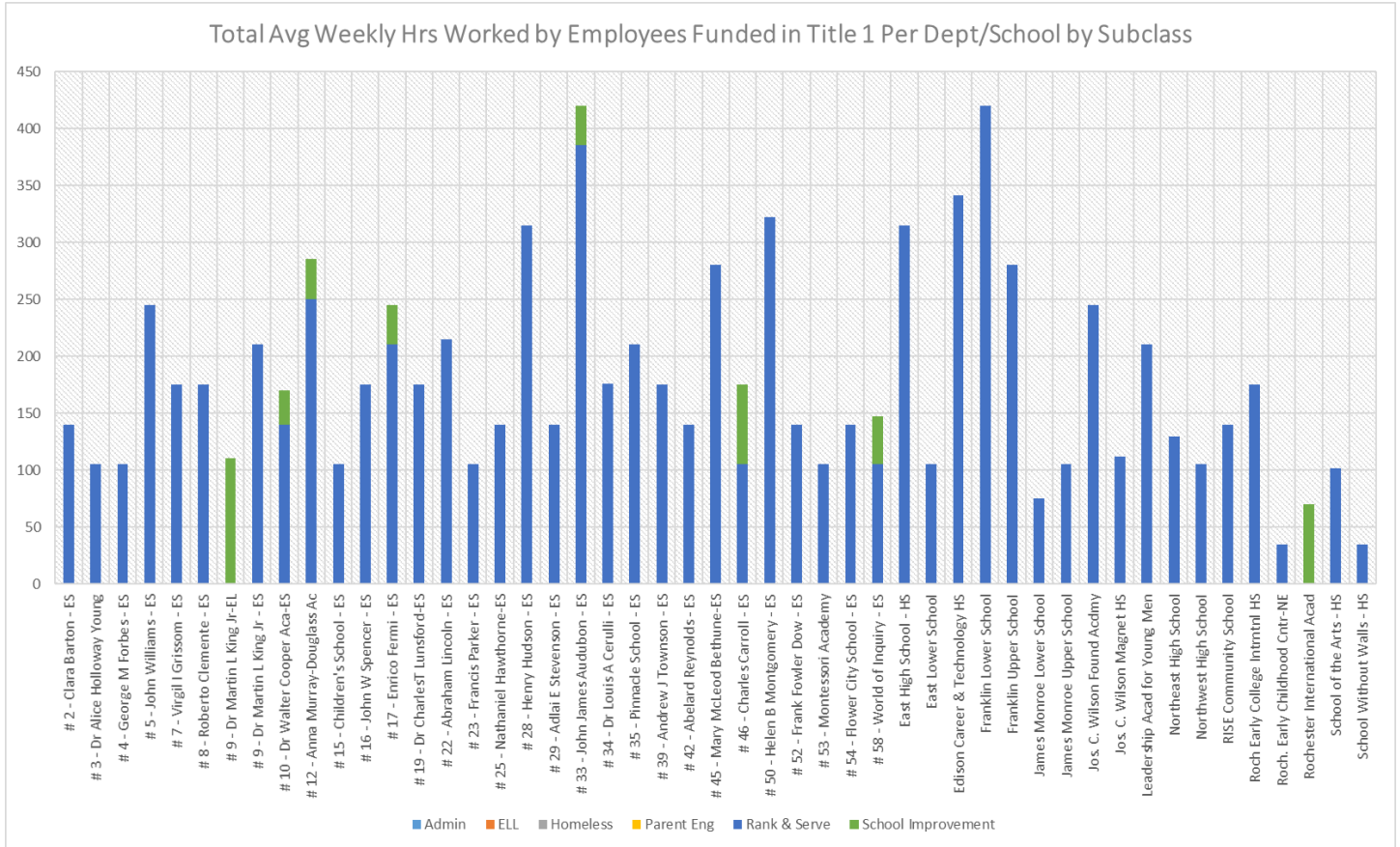
## School Based Positions:



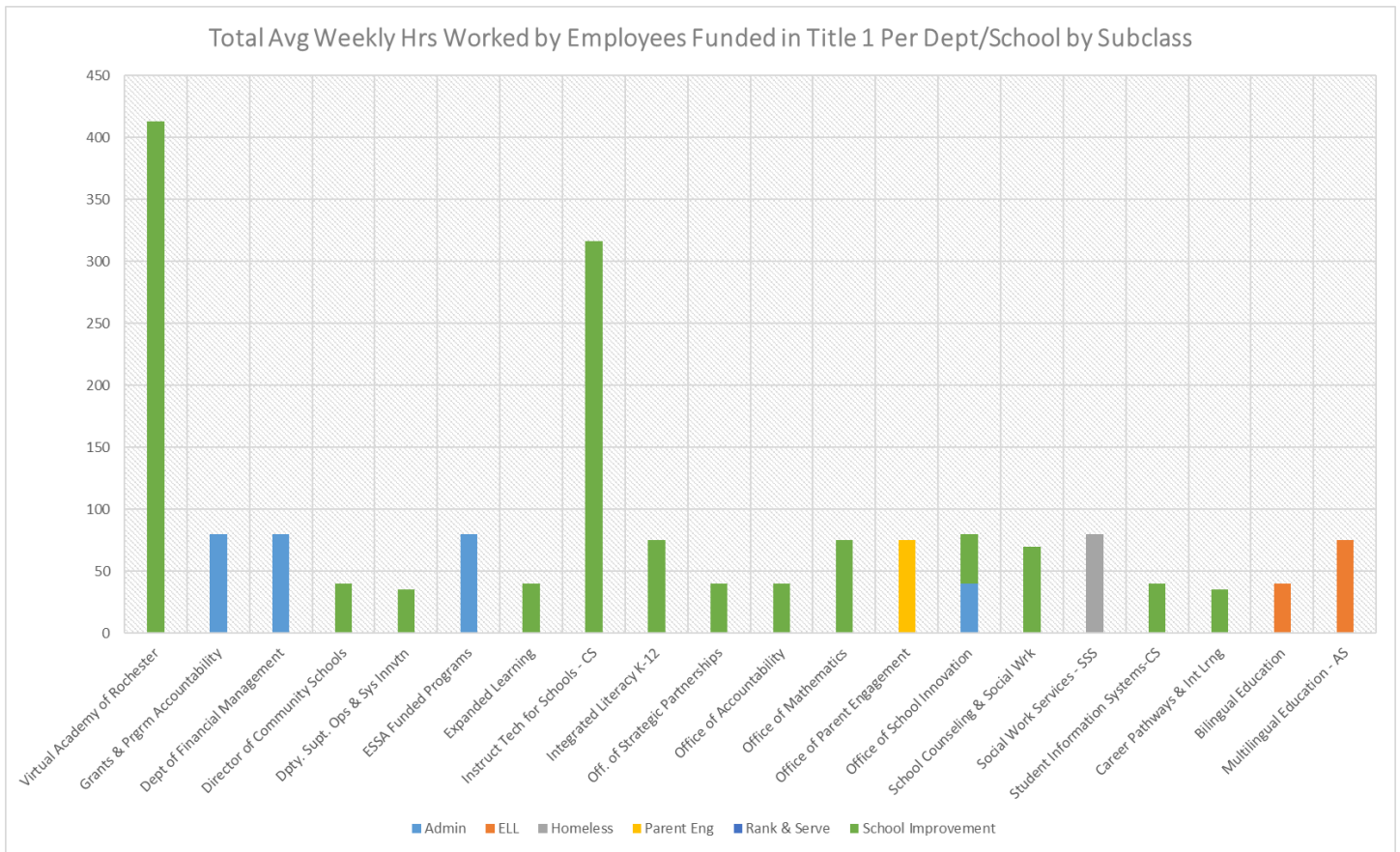
### District Based Positions:



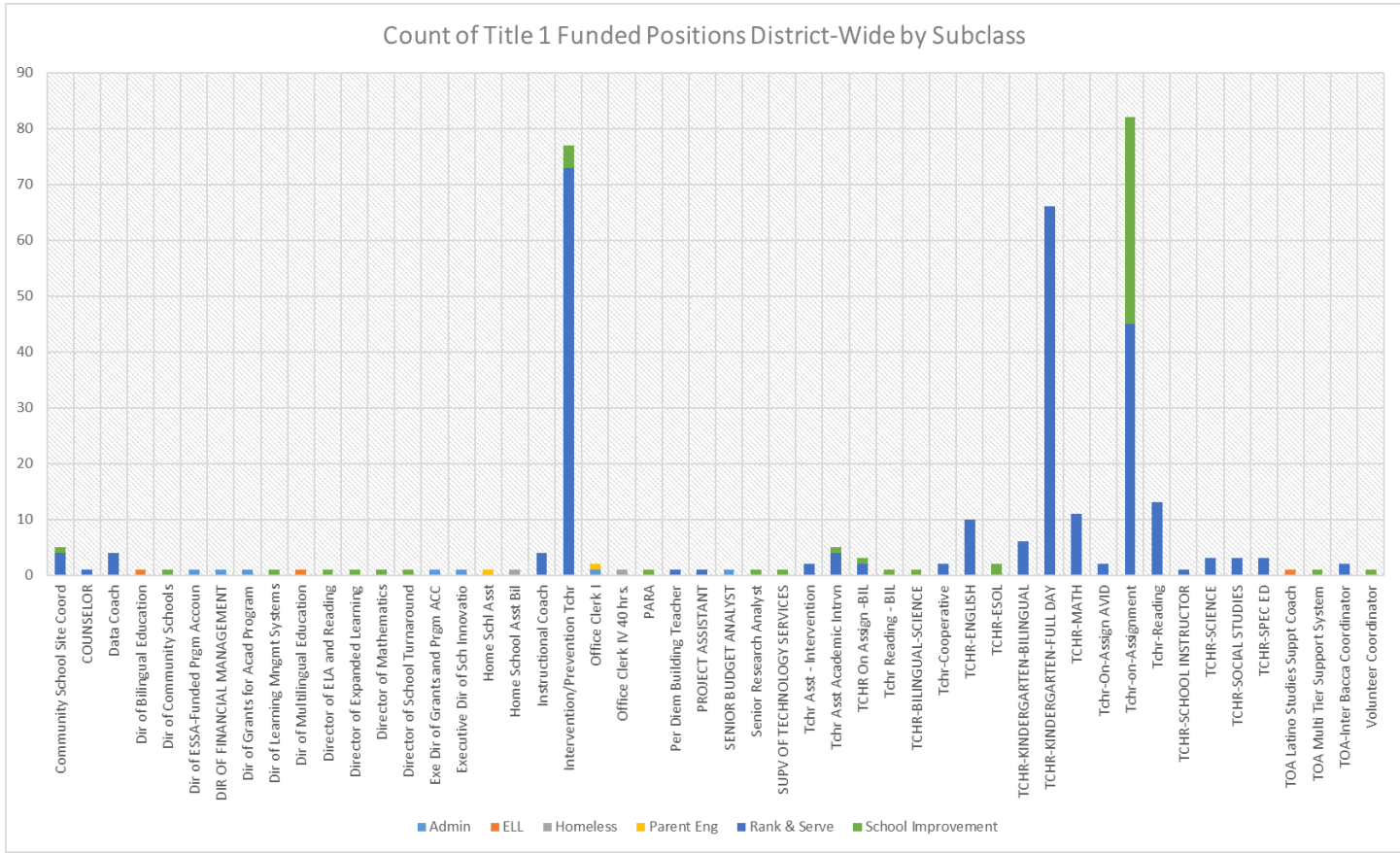
# School Based Positioned:

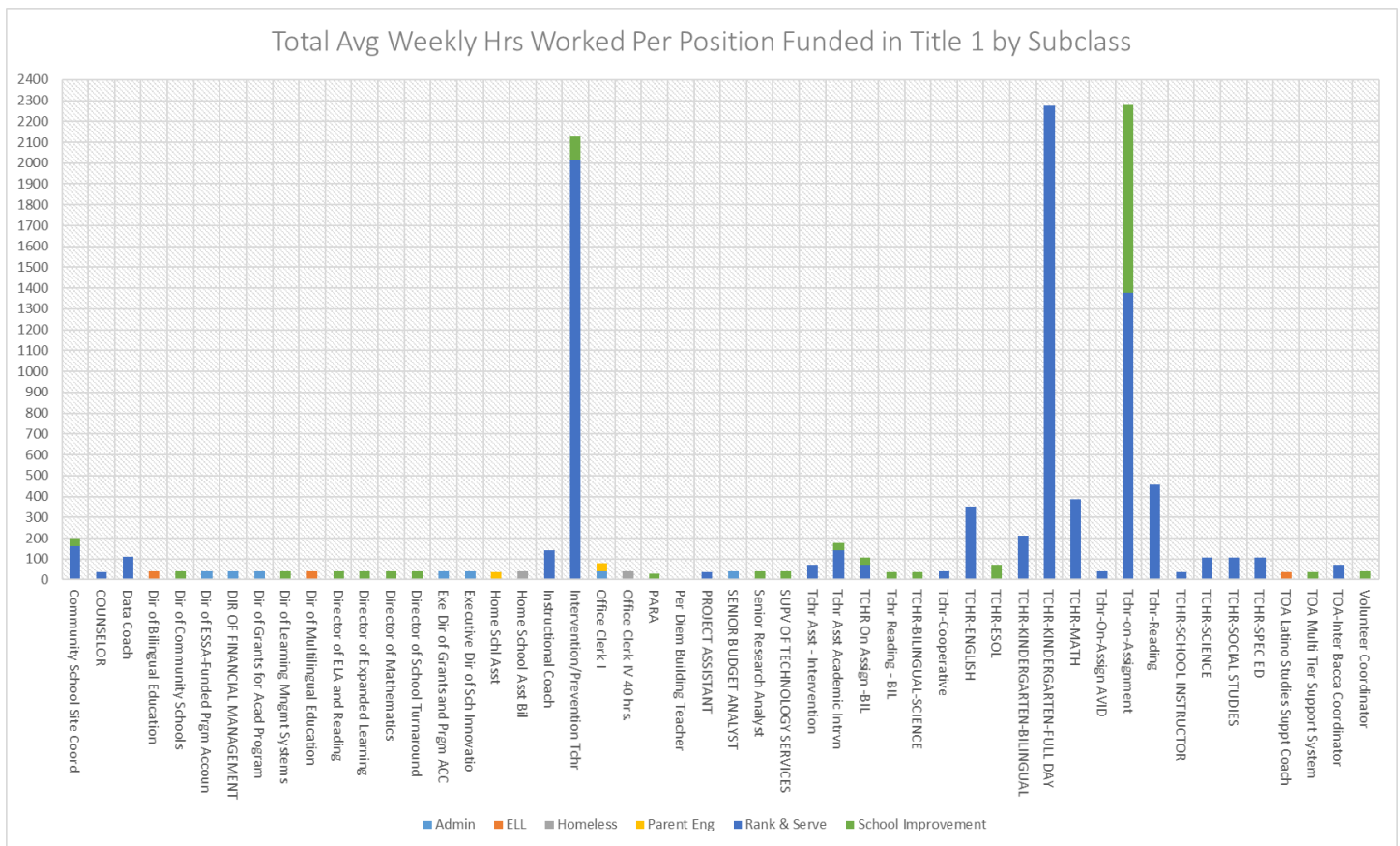


### District Based Positions:



Below is another breakdown of salaried employees funded by Title I. The first graph below shows the number of staff funded in Title I by job title. The second graph below shows the total average weekly hours worked by employees funded through Title I by job title.





## Research and Evaluation: Contracted Services

The Hillside Work Scholarship Program, which is run by the Hillside Children’s Center, is funded through Title 1. A full program analysis was completed on the impact of one full year of enrollment in the Hillside Work Scholarship Program on RCSD student outcomes. In the 2020-21 school year, there were 1025 students in the Hillside program and 179 students who were employed through the program. The following table shows the breakdown of employed students by school:

School	# of Students Employed
Zone 1 - Douglass - NE/NW College Prep	8
Zone 1 - Edison	21
Zone 1 - Franklin Campus	21
Zone 1 - P-TECH	4
Zone 1 - Rochester International Academy	10
Zone 1 - SWW	12
Zone 1 - World of Inquiry	5
Zone 2 - Charlotte - Young Men's Leadership Academy	10
Zone 2 - Early College	10
Zone 2 - East	24
Zone 2 - Monroe	16
Zone 2 - SOTA	30
Zone 2 - Wilson Commencement	8
<b>Grand Total</b>	<b>179</b>

Hillside provided the following description for the Hillside Work Scholarship Program:

“HWSC's model incorporates long-term advocacy, individual mentoring, academic support, life-skills development, college and career exploration, and employment-readiness training, along with part-time jobs with partner companies. Full-time, professional Youth Advocates and Specialists connect students to a 360-degree web of individualized support. The program empowers students with the skills and confidence they need to realize their dreams of success at school, at home, and on the job.”

The program analysis for Hillside consisted of the following hypotheses:

1. One full year of enrollment in the Hillside Work Scholarship Program will increase a student's attendance percentage.
2. One full year of enrollment in the Hillside Work Scholarship Program will increase the number of credits accumulated in that school year.
3. One full year of enrollment in the Hillside Work Scholarship Program will increase the number of regents exams passed in that school year.

Using propensity matching and linear regression (on data between the years of 2014-2020) , the hypotheses above were tested. The conclusions of that research are stated below:

1. One full year of enrollment in the Hillside Work Scholarship Program is associated with a 4.34% increase in student attendance (statistically significant).
2. One full year of enrollment in the Hillside Work Scholarship Program is associated with .47 additional credits accumulated in that year (statistically significant).
3. One full year of enrollment in the Hillside Work Scholarship Program is not associated with a statistically significant increase in regents exams passed.

*\*This is most likely due to the regents policy during the pandemic, in which most students did not take the regents exam, but were awarded credits. This most likely distorted the data regarding regents achievement.*

Another initiative funded through Title 1 is the Center for Youth Help Zone. The Center for Youth Help Zone is a social-emotional support space, which aims to curtail conflicts that could easily be remedied with a short break or mentoring session. Oftentimes, students return to class following a Help Zone visit and assigned intervention.

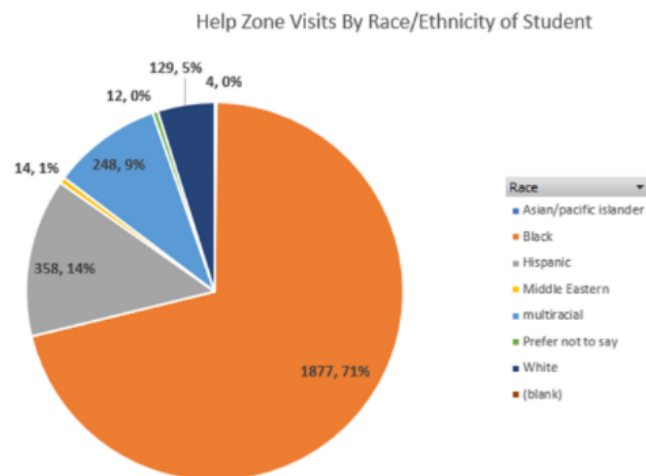
As of 3/7/2022, there were a total of 2,675 visits to RCSD Help Zones in the 21-22 school year. The table below shows the breakdown of Help Zone visits by school/program enrollment, as reported by the Center for Youth:

School/Program Enrollment	Help Zone Visits (21-22 SY) as of 3/7/2022
School 2	29
School 4	70
School 5	18
School 7	135
School 8	48
School 10	38
School 12	72
School 16	133
School 17	2
School 19	53
School 28	140
School 33	13
School 34	48
School 39	11
School 42	7
School 44	1
School 45	4
School 54	128
School 58	79
Early College	137
East	470
Edison	100
Franklin Lower	13
Franklin Upper	14
Leadership Academy	45
MBK	1
Monroe	303
New Beginnings	2
North East	98
North West	101
RISE	58
SOTA	150
Wilson Commencement	122
Wilson Foundation	32

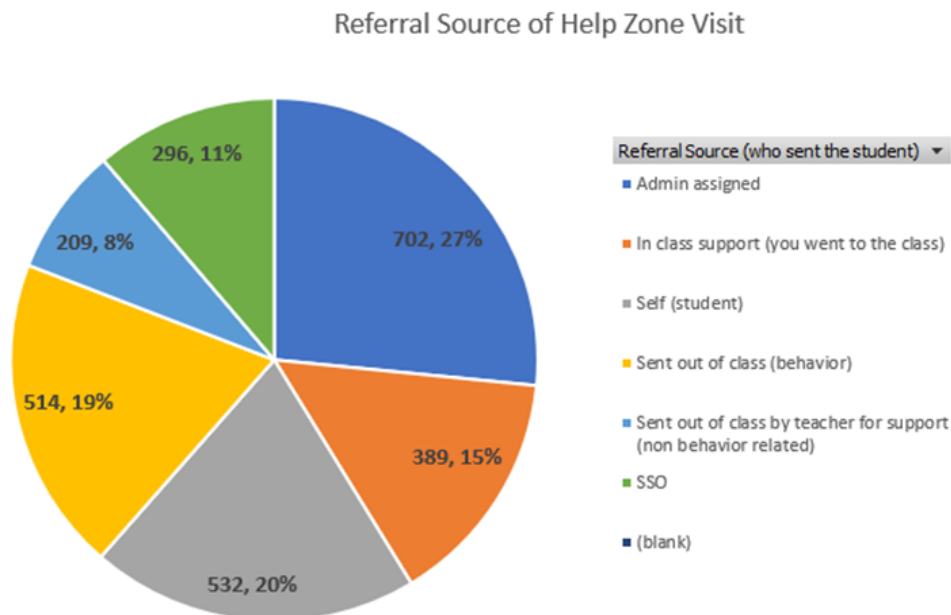
In the 21-22 SY, Help Zone visit frequency was high amongst 7<sup>th</sup> and 8<sup>th</sup> graders, compared to other grades. The following chart shows the distribution of Help Zone visits by grade level:

Grade Level	Count of Visits By Grade (21-22 SY) as of 3/7/2022
1st	32
2nd	53
3rd	52
4th	120
5th	191
6th	228
7th	589
8th	503
Freshman	279
Junior	122
Kinder	161
OTHER	1
Pre-K	5
Senior	113
Sophomore	193

The following chart below shows the frequency of Help Zone visits by race/ethnicity:



The Help Zone also requires a referral source, which Help Zone provided in their data. There is a fairly desirable balance in referral source, indicating the program applies the treatment to students at varied entry points.



Once a student visits the Help Zone, an “intervention” is applied. Though interventions varied, there were six interventions that dominated the Help Zone approach to students in their care. These top six most frequent interventions are displayed in the figure below.

Help Zone Intervention	Count of Intervention in SY21-22 as of 3/7/2022
Restorative Conversation	1182
Mediation	372
Check in/ Check out	369
Break (5 min or less)	264
In Class Support	263
Group/Workshop	118

The outcome variable of interest for evaluating the Help Zone is how many incidents in which the student who visited the Help Zone is classified as an “offender” in the ten school days immediately following a visit to the Help Zone. Because the ten-day period varies depending on the Help Zone visit date, a classic linear regression will not serve to evaluate the impact of this program. So instead, propensity matching was used to pair students who visited the Help Zone with their “virtual twin” who did not go to the Help Zone that year. Then the number of offender classified incidents for both students were collected. The assumption is that since the students who visited the Help Zone were acting out in some way, they would be more likely to have an incident in which they were the offender in the ten days following going to the Help Zone. The other assumption is that

the paired students who did not visit the Help Zone would have far less incidents in the ten day period because they had not had a period of acting out, such that their virtual twin did.

The result of the regression performed after this time-series propensity matching was promising. The students who visited the Help Zone were slightly less likely to have an incident than their virtual twin. However, this regression coefficient had a p-value of .110, indicating that the findings were not statistically significant. Another way to interpret the results of this regression is that there is no discernible difference in offender classified incidents in the ten days period between those who visited the Help Zone and those that did not. Put simply, the behaviors of students who visited the Help Zone did not escalate in the ten days after visiting, which may be a testament to the behavioral mitigation strategies that the Help Zone employs.

## **Title I, Part A - Critical Next Steps**

### **Parent and Family Engagement**

- Completion of 100% of Parent and Family Engagement Plans is in progress.

### **School Improvement**

- Continuation and expansion of AVID programming at more RCSD schools to begin in June.

### **Rank and Serve**

- The Office of School Innovation is collaborating with schools to organize and roll out supplemental programming over the summer.

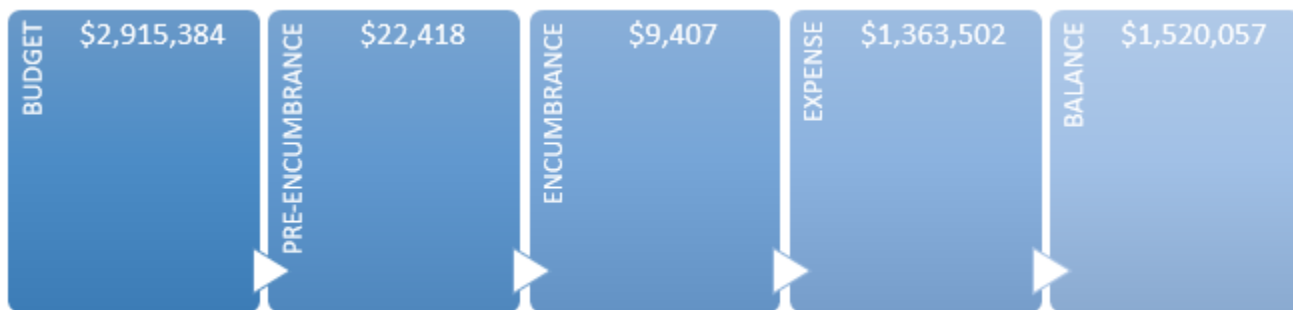
## **Title II, Part A – Supporting Effective Instruction**

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Under ESSA, the Title II, Part A provides funds to all NYS local education agencies (LEAs) for the purposes of:

- Increasing student achievement consistent with NYS academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;
- Increasing the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and
- Providing low-income and minority students greater access to effective teachers, principals, and other school leaders

## Overall Fiscal Progress



### School Improvement Supports (~\$362K or 21%)

- Instructional Coaches – District schools are implementing a common reading curriculum and program in grades K-5 and revised curricula in other content areas. Instructional coaching positions have been created to support teachers in the implementation of these initiatives. (~\$362K)

### Professional Learning (~\$647K or 37%)

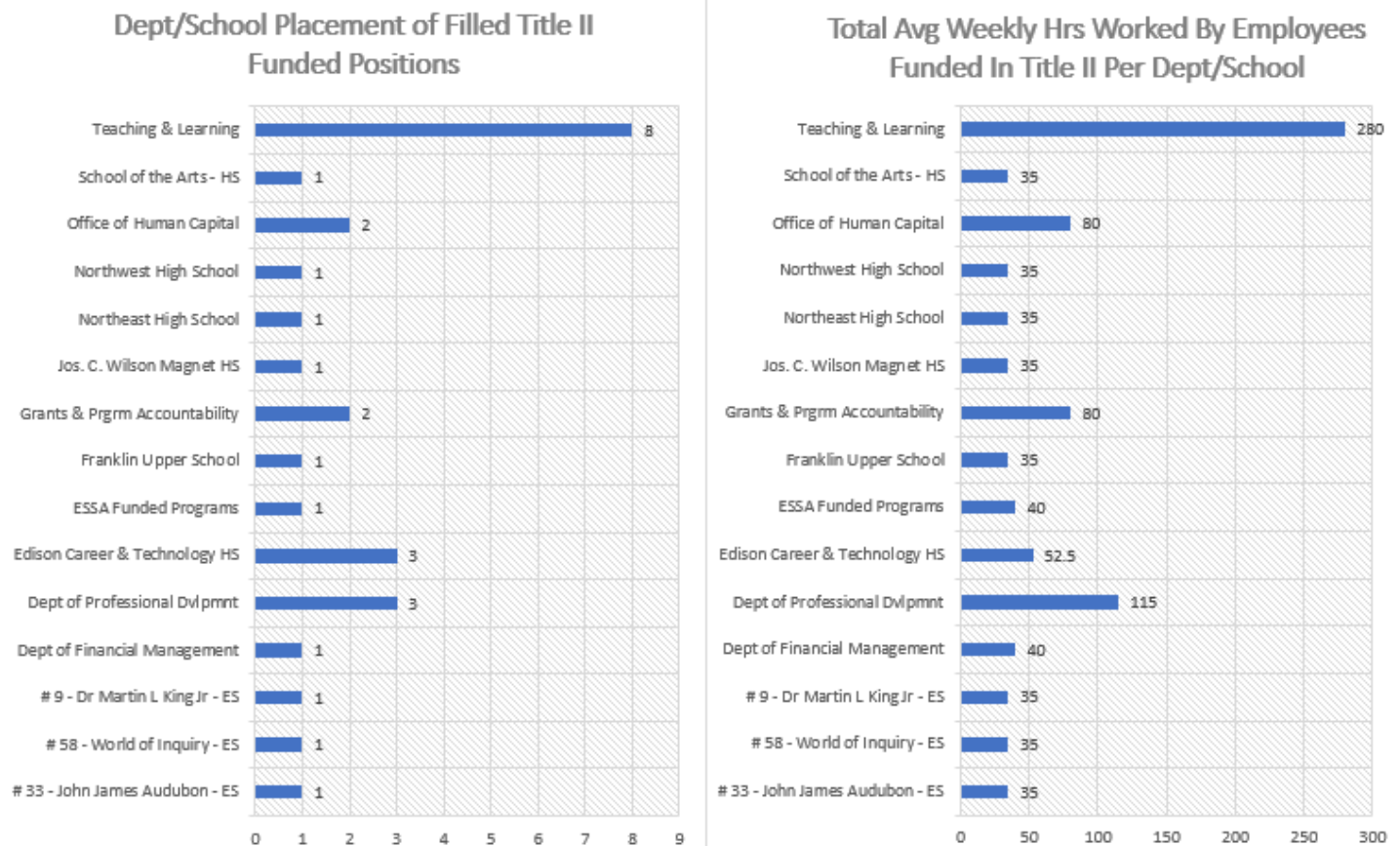
- Next Generation Learning Standards
- Culturally Relevant Pedagogy – RCSD teachers and school leaders receive support for delivering culturally relevant instruction
- Datawise
- Remote Learning support
- Social-Emotional Learning
- Presenters for staff and students
- Books and Publications
- Operational supports for the Office of Professional Learning

### Human Resources (~\$241K or 14%)

- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs. The District will hire approximately 32 new teachers for the upcoming school year; nearly half of these teachers (44%) will work in subject-shortage areas. (~\$157K)
- Increasing Staff Effectiveness – Support for RCSD’s “grow your own” leadership development programs for aspiring and current leaders with an emphasis on turnaround leadership in urban education. Also included in this initiative is support for the district’s APPR process. (~\$40K)
- Bilingual Teacher Development and Recruitment – As part of a Bilingual Cohort Initiative, the District will work with current staff and substitute teachers to assist them in obtaining initial bilingual certifications or bilingual extensions to existing certifications. (~\$44K)

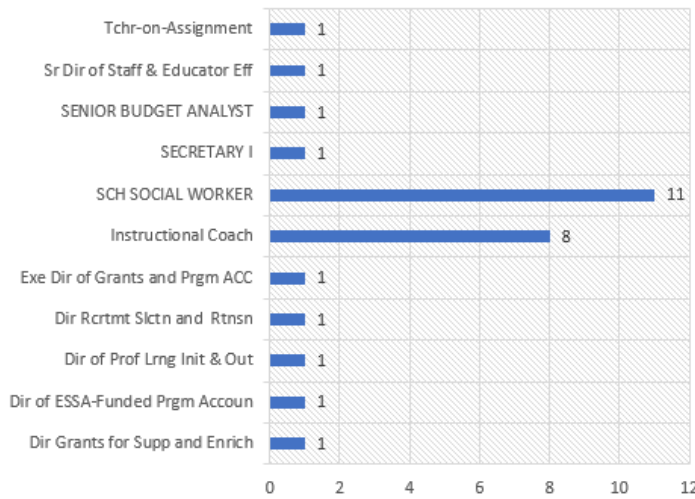
## Research and Evaluation: Title II

Below is a breakdown of salaried employees funded by Title II. The graph on the left shows the number of staff funded by Title II by department or school site. The graph on the right shows the total average weekly hours worked by employees funded through Title II by department or school site.

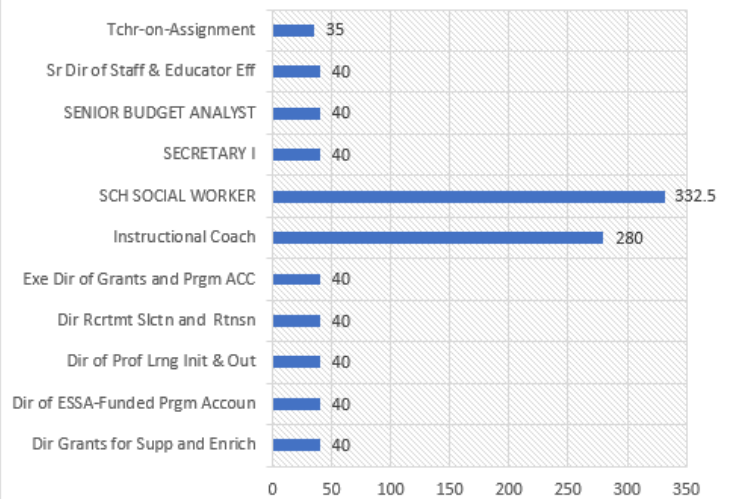


Below is another breakdown of salaried employees funded by Title II. The graph on the left shows the number of staff funded by Title II by job title. The graph on the right shows the total average weekly hours worked by employees funded through Title II by job title.

**Count of Title II Funded Filled Positions  
District-Wide**



**Total Avg Weekly Hrs Worked By Position  
Funded In Title II**



## Programmatic Progress: School Improvement Supports

Instructional coaches have been instrumental in supporting teachers and school leaders with resources such as curriculum revisions, Tier 1 teaching strategies, and methods of administering and using common formative assessment to ensure that unfinished learning due to the pandemic is completed as quickly as possible. Benchmark assessments in grades K-8 are showing a significant number of students have below grade level gaps in ELA and Math. Strategies to address gaps include academic support through MTSS, cross content training in strategies to address Hallmarks of Advanced Literacy, implementation of a district-wide reading program, and use of culturally responsive curriculum materials. Instructional coaches have designed and delivered professional learning opportunities supporting Next Generation Standards to teachers and school leaders. The Data Wise protocol has been implemented in all RCSD schools and supports school leaders and teachers in understanding the purpose of assessments and the effective use of data.

Instructional coaches have been assigned to the following departments in the Teaching and Learning Division:

- ELA
- Math
- Science
- Social Studies
- Arts
- Innovation
- Professional Learning

Services they have provided include:

- Curriculum development and revision to ensure unfinished learning due to the pandemic is completed.
- Implementation of K-8 Reading Curriculum support to teachers and administrators

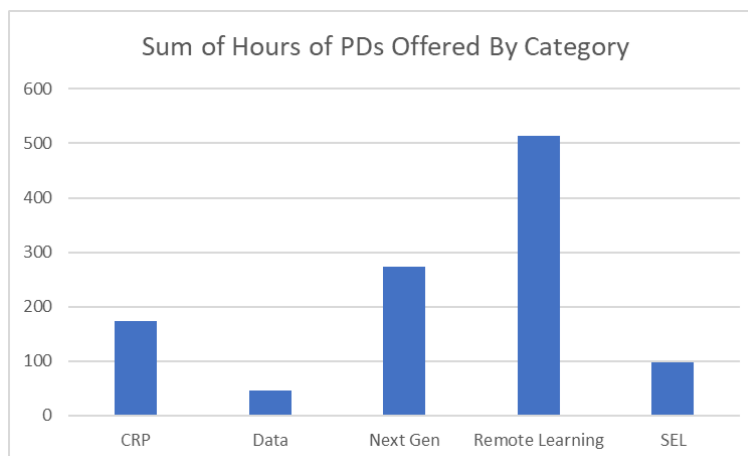
- Developing and implementing common formative assessments to measure student progress in key state standards.
- Implementation of computer based diagnostic/benchmark assessment and personalized learning platform.
- Cross Content Training in Hallmarks of Advanced Literacy (Next Gen Standards)
- Implementation of Next Gen Standards in ELA, Science, and Math
- Alignment of Social Studies standards to Next Gen Standards in ELA
- ELA- Next Generation Standard Progressions Professional Development Series
- Academic support training for MTSS Services
- In depth training of Data Wise protocol and practical implementation
- Implementation of culturally responsive practices in classroom instruction

## Critical Next Steps

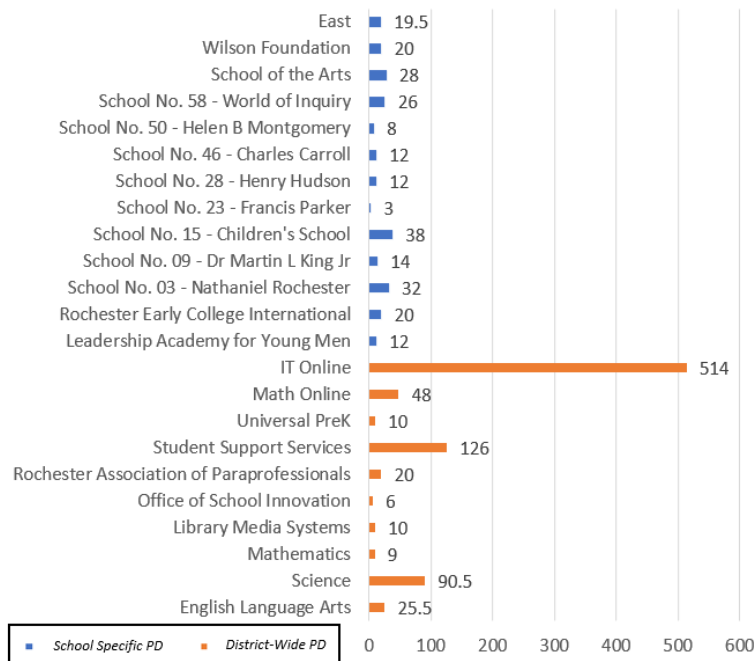
- Constructing a guide to build coherence between social studies, science, and ELA.
- Working with Schools on Improvement Plans (i.e. SCEP)
- Leading sustained professional learning opportunities in Curriculum Studies and Leadership Cohorts

## Programmatic Progress: Professional Learning

Title II provides funding for key components that make professional development courses possible at RCSD. Staff funded by Title II, assigned to Office of Professional Learning (OPL), perform tasks such as collaborating on the development and implementation of OPL Comprehensive District and Professional Learning Plan. Below is a breakdown of professional development offerings at RCSD that either occurred or were planned for a future date, as of 1/27/2022:



Sum of PD Hours Offered by School/Dept



## Critical Next Steps

- Prepare for Summer Catalog of Professional Development for all staff members and parents
- Develop strategic plan for Leadership Summit
- Develop strategic plan for SSO and BENTE Summit
- Coordinate with Teaching and Learning district wide training for major initiative programs such as LETRS, iReady
- Initiate a three year template for schools to support professional development aligned to the SCEP Plan in conjunction with Office of Innovation

## Programmatic Progress: Human Resources

RCSD's HR initiatives funded in Title II have led to participation in 17 unique recruitment events in the 2021-22 school year. Additionally, two more recruitment events are slated to occur in the next month. The table below contains detailed information about these events:

Recruitment Event	Sponsor (Internal/External)	Date	Time	Location	Candidate Type (Certificated, Para, CS)
1 ROC Block	City of Rochester	9/9/2021	1:00-5:00 pm	250 Grand Ave	Civil Service and Para professionals
2 Open Interviews	RCSD	9/13/2022	3:00-5:00 pm	CO/Hudson	Operations positions
3 DOL Virtual Job Fair	Dept. of Labor	10/14/2021	11:00 am-2:00 pm	virtual	Civil Service and Para professionals
4 Shift Diff Job Fair	Shift Diff	10/16/2021	11:00-3:00 pm	Uprep 1290 Lake Ave	Civil Service and Para professionals
5 ROC the Block	City of Rochester	10/23/2021	1:00-5:00 pm	East HS	Civil Service and Para professionals
6 Physical Education and Health Recruitment Event	RCSD	11/3/2021	3:00-6:00 pm	131 West Broad St	Health & Phys Ed Teachers
7 Virtual Job Fair	RCSD	11/30/2021	12:00-6:00 pm	virtual	Civil Service and Para professionals
8 Roc Holiday Village	City of Rochester	12/9/2021	7:00-11:00 pm	MLK park Roch	All
9 Stop the Violence job fair	Uniting Through Hope	11/15/2021	9-5pm	Holiday Inn	Civil Service and Para professionals
10 RCSD Virtual Job fair	RCSD	1/19/2022	12:00-6:00 pm	virtual	Civil Service and Para professionals
11 DOL of fair virtual	DOL	2/8/2022	2:00-4:00 pm	virtual	Civil Service and Para professionals
12 Downtown job fair	RochesterWorks!	2/17/2022	2pm -4pm	MCC downtown campus	Civil Service and Para professionals
13 Teacher recruitment day-Roc	WNY Teacher Recruitment	4/6/2022	11-5pm	virtual	teachers
14 teacher recruitment day- Central NY	WNY Teacher Recruitment	4/7/2022	11-5pm	virtual	teacher
15 American Association for Employment in Education	AAEE	2/10/2022	12:00-4:00 pm	virtual	teachers
16 Youth Community Resource & Employment Fair Partnership	City of Rochester	3/5/2022	1:00-5:00	MCC downtown campus	Civil Service and Para professionals
17 Bryant & Stratton College Recruitment Event	Bryant and Stratton College	3/24/2022	3-6:00 pm	Greece Campus	Clerical/Civil Service

Career in Teaching has provided mentoring support to 118 interns this year, including the shortage areas of Special Education (12), Science (9), Technology (1), Bilingual (6), Math (7), and ESOL (9).

## Critical Next Steps

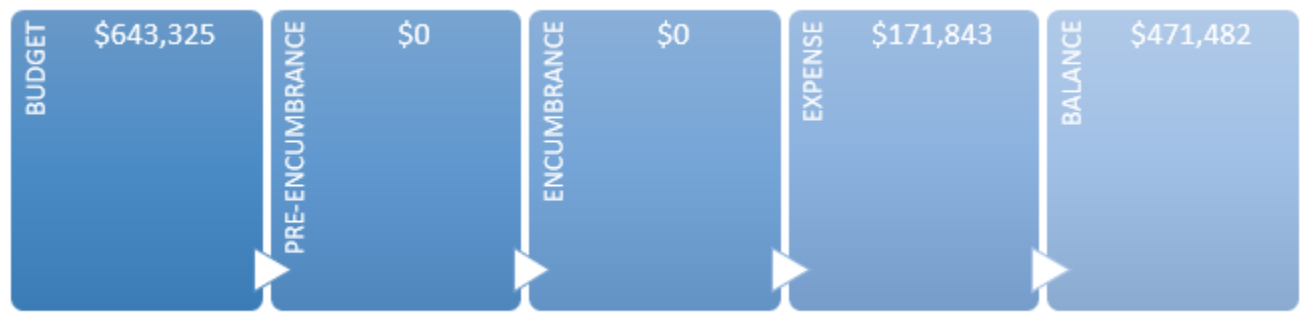
RCSD is actively implementing strategic recruitment strategies. By increasing staff and capacity, we are able to focus on the strategic elements of recruitment and be proactive, customer driven, and personalized in our recruitment efforts. Additional staff will add 3.0 FTE Recruiters who can focus on the development of applicant pool and forming of key relationships to increase the hiring of Special Education certified teachers and other shortage areas. Additional measures will include leveraging technological capacity allowing for virtual recruitment events and interviewing to increase availability of staff and facilitate the hiring process.

The Office of Human Capital (OHC) has also received additional funding for the creation of teacher pipeline initiatives to be created within RCSD to address specific shortage areas, with Special Education being called out specifically. Teacher pipelines will address diversity, increasing bilingual teachers, teachers of color and more specifically, male teachers of color. Via request for proposal, universities will be selected to provide opportunities to target those who are changing careers. Opportunities will be provided to earn a master's in education to those holding bachelors in other fields of study. Focus will be on areas of shortages identified by RCSD. Two additional pipelines will be created for teachers of color. One will provide mentoring and coaching throughout the first years of employment with the District to build culture and community. The second will be created to focus specifically on special education, bilingual education and urban experienced candidates. Finally, we are creating a pipeline for incumbent employees, currently employed as Paraprofessionals or Teaching Assistants to earn their initial teaching certification. All pipeline efforts will require a commitment to teach with the District upon completion.

# Title III – Language Instruction for English Language Learners and Immigrant Students

In 2021-2022, the Rochester City School District (RCSD) anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Last year, RCSD students spoke more than 60 different languages and 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%). The District’s Department of Multilingual Education (DOME) uses RCSD’s Strategic Plan and CR Part 154 Corrective Action Plan to guide its work. The first priority of the District’s Strategic Plan addresses the need to improve academic success for all Rochester students, with specific goals to increase the graduation rate and decrease the dropout rate for English Language Learners.

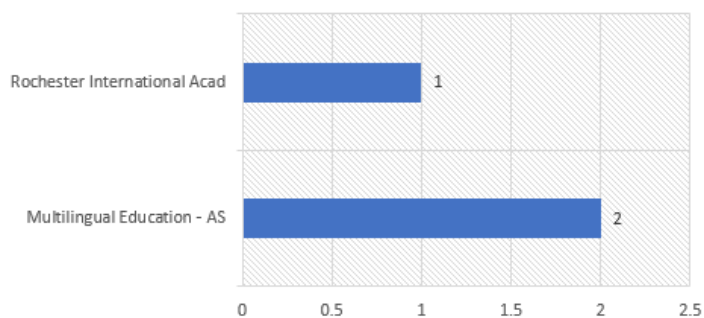
## Overall Fiscal Progress



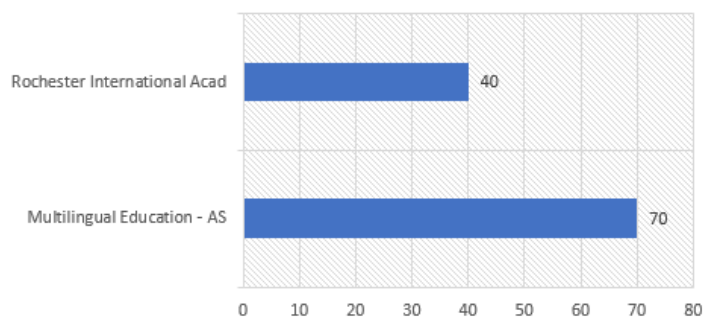
## Research and Evaluation: Title III

Below is a breakdown of salaried employees funded by Title III. The graph on the left shows the number of staff funded by Title III by department or school site. The graph on the right shows the total average weekly hours worked by employees funded through Title III by department or school site.

**Dept/School Placement Of Filled Title III  
Funded Positions**

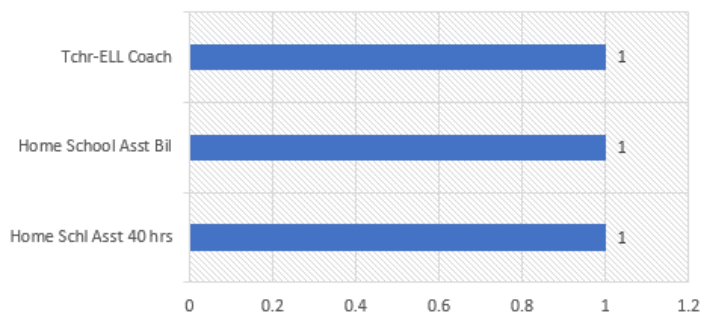


**Total Avg Weekly Hrs Worked By Employees  
Funded In Title III Per Dept/School**

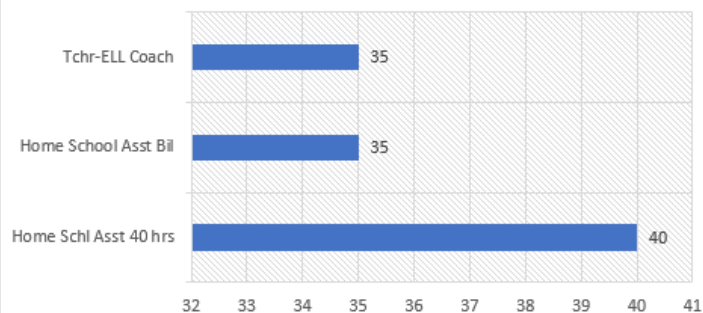


Below is another breakdown of salaried employees funded by Title III. The graph on the left shows the number of staff funded by Title III by job title. The graph on the right shows the total average weekly hours worked by employees funded through Title III by job title.

**Count of Title III Funded Positions District  
Wide**



**Total Avg Weekly Hrs Worked By Position  
Funded In Title III**



## Title III - Critical Next Steps

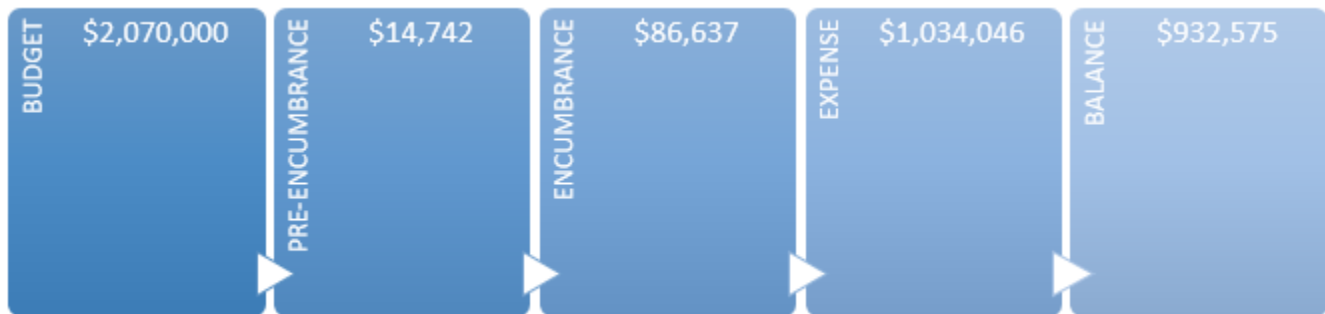
- In order to continue to provide ELLs, MLs, and Bilingual students with additional supplemental academic opportunities, DOME (Department of Multilingual Education) will organize summer programming specific to this student population.

## Title IV, Part A – Student Support and Academic Enrichment

The Rochester City School District (RCSD) uses multiple sources of information to identify needed focus areas for the District. These sources include the District Comprehensive Improvement Plan (DCIP) process that incorporates input from the Academic and Fiscal State Monitor appointed to the District by NYSED, a

comprehensive needs assessment conducted with Deputy Superintendents and School Chiefs, and a data review at the District and school levels.

## Overall Fiscal Progress



### School Improvement Supports (~\$761K or 39%)

- PreK Gaggle (Transferability to Title I) (~\$6K)
- Chromebooks (Transferability to Title I) (~\$115K)
- Roc Restorative TOAs (Transferability to Title I) (~\$640K)

### Well-Rounded Education (~\$187K or 10%)

The District's Title IV programming will provide teachers with culturally relevant materials and activities to engage students. These initiatives will ensure students have access to enrichment opportunities that will promote student engagement and increase academic achievement.

- Supplies, materials, purchased services for student stage productions (~\$18K)
- Online learning resources – Gizmos, Dreambox, IXL (~\$88K)
- Castle Learning (~\$45K)
- PSAT/SAT resources (~\$21K)
- Learning Software and Supplies (~\$15K)

### Safe and Healthy Students (~\$767K or 39%)

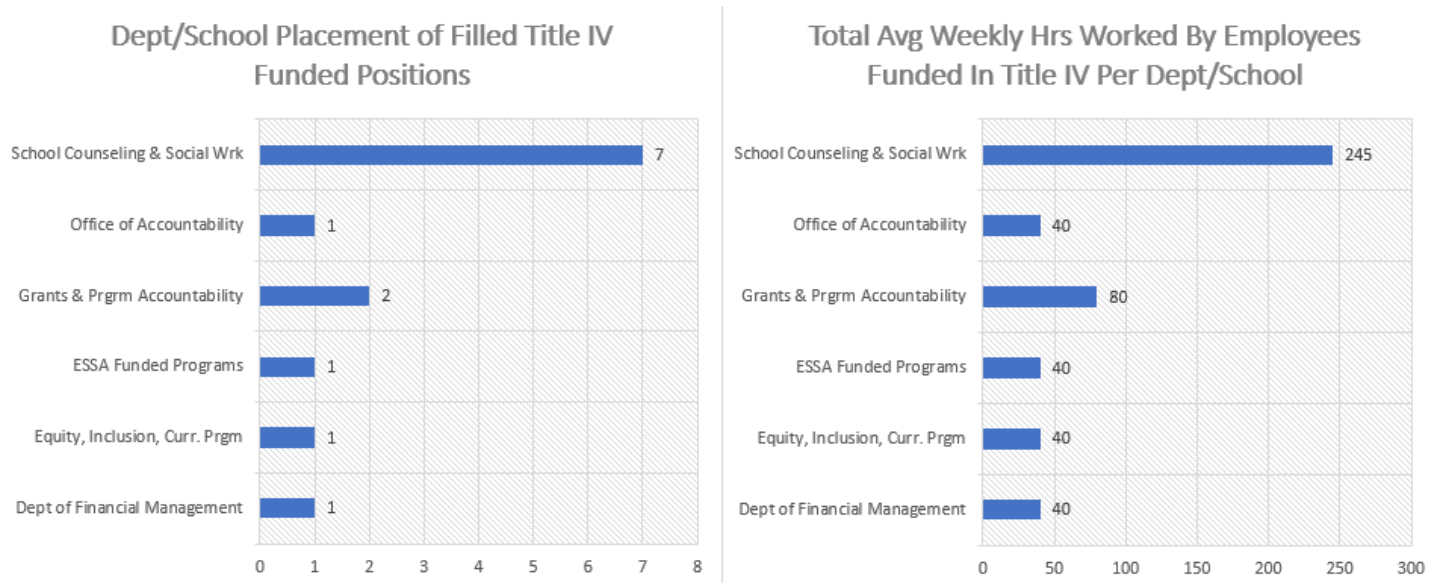
RCSD's Title IV programming will employ restorative practices, instructional opportunities with visiting cultural authors, a rigorous health curriculum, and engaging play activities to build relationships and promote student social and emotional health.

- Teacher stipends for PE and Health TOAs (~\$36K)
- HECAT teacher hourly pay (~\$26K)
- Playworks Contract (~\$37K)
- MTSS Support (~\$60K)
- Gaggle Software (~\$145K)
- Visiting Cultural Author Series (~\$75K)
- Keyboarding Curriculum (~\$26K)

- Online learning resources – SAVVAS (~\$78K)
- Supports for Equity, Inclusion, and Curriculum (~\$275K)

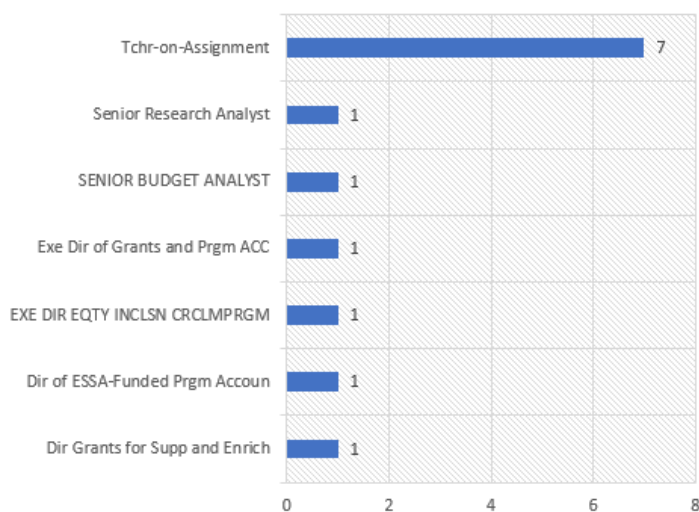
## Research and Evaluation: Title IV

Below is a breakdown of salaried employees funded by Title IV. The graph on the left shows the number of staff funded by Title IV by department or school site. The graph on the right shows the total average weekly hours worked by employees funded through Title IV by department or school site.

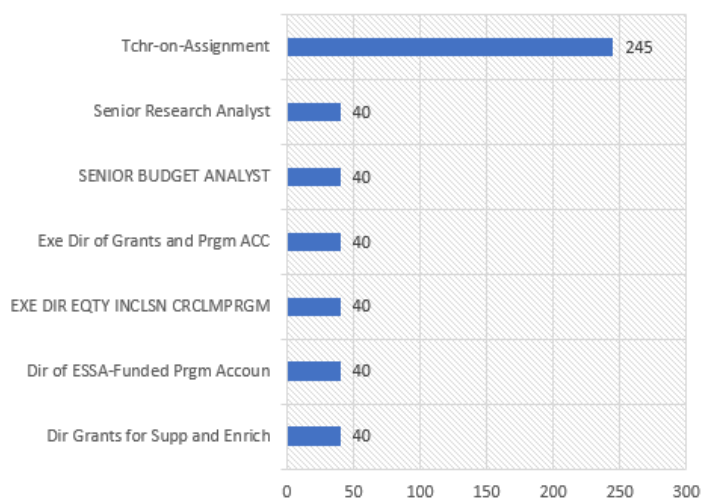


Below is another breakdown of salaried employees funded by Title IV. The graph on the left shows the number of staff funded by Title IV by job title. The graph on the right shows the total average weekly hours worked by employees funded through Title IV by job title.

Count of Title IV Funded Positions District-Wide



Total Avg Weekly Hrs Worked By Position Funded In Title IV



The Department of Equity, Inclusion and Curriculum receives funds to support their department in Title IV. The mid-year program audit for the department gives insight into what this funding was used for:

Some of the specific outcomes supported by this funding include:

- Interdepartmental collaboration on the RCSD 3-yr Professional Development Plan
- Community representation on all RCSD Strategic Plan Task Force teams
- Interdepartmental collaboration on i-Ready professional learning and guidance documents
- Interdepartmental collaboration on disaggregated i-Ready data
- Interdepartmental collaboration on Student Voice Surveys
- *Every Anti-racism: Getting Real About Race in Schools*, Teacher led book study
- Professional Learning Opportunities for: Teachers, Principals, Mentors, School Teams, Student Support Staff
- Inter-district collaboration on a Standard Operating Procedure for elevating equity concerns
- Inter-district collaboration on embedding the practices of the NYS Culturally Responsive Sustaining Education frame into District Structures and Professional Learning
- Equity infusion into monthly ELA and Math Leadership Teams' professional learning
- MTSS and SEL leader's articulation of MTSS and SEL as tools for equity
- Data wise leader's articulation of data analysis as a key to achieving equity

Additionally, this program audit also provided a list of equity efforts by department:

Career and Technical Education

- Development of a CTE Strategic Plan
- Analysis of Data to determine participation rates across disaggregated groups and across schools
- Increase of two CTE programs per school per year to increase equitable access

#### Department of Multilingual Education (DOME)

- Justice for Els book study with various stakeholders
- Collaboration with ELA and Math to ensure that curriculum resources and assessment systems accommodate ENL students
- Collaboration with Special Education Department to implement a book study focused on ENL students with Individualized Education Plans (IEPs)
- Collaboration with CTE schedule to allow for students that have ELL services to participate more equitably

#### English Language Arts/Integrated Literacy

- Collaboration with DOME to ensure that curriculum resources and assessment systems accommodate ENL students
- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in professional learning for ELA Leadership team and review of curriculum and curricular resources
- Collaborative study of Equitable ELA Instructional (UnboundEd, 2020)

#### Health, Physical Education and Athletics

- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in reviewing the current status of Health, Physical Education and Athletics

#### Library Services

- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in the review of library books for schools

#### Mathematics

- Collaboration with DOME to ensure that curriculum resources and assessment systems accommodate ENL students
- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in professional learning for Math Leadership team and review of curriculum and curricular resources
- Collaborative study of Equitable Math Instructional (UnboundEd, 2020)

#### Prekindergarten and Early Childhood Education Programs

- Adoption of culturally responsive literature for pre-k classrooms

#### Professional Learning

- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in the development of professional learning opportunities focused on Equity and Educational Excellence Policy 0201, New York State Culturally Responsive Sustaining Education Framework, and the text *Everyday Anti-racism: Getting Real About Race in Schools*

## Science

- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in professional learning for Science Leadership team and review of curriculum and curricular resources

## Social Studies

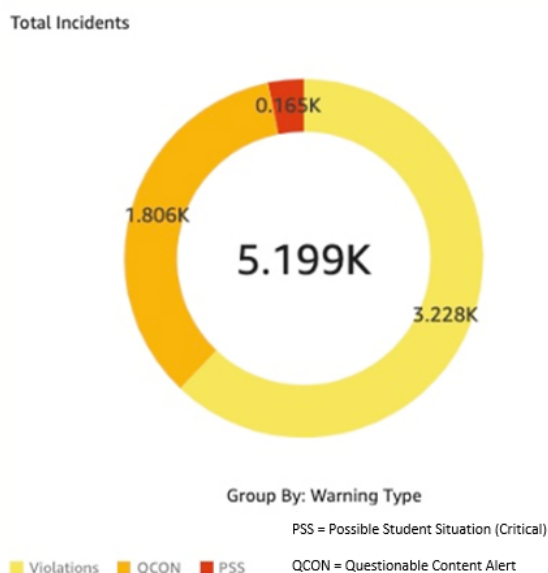
- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in professional learning and review of curriculum and curricular resources
- Pilot of Black History 365 as the eleventh grade US History text

## Visual and Performing Arts

- Collaboration with the Executive Director of Equity, Inclusion and Curriculum Program Audit in reviewing the current status of visual and performing arts.

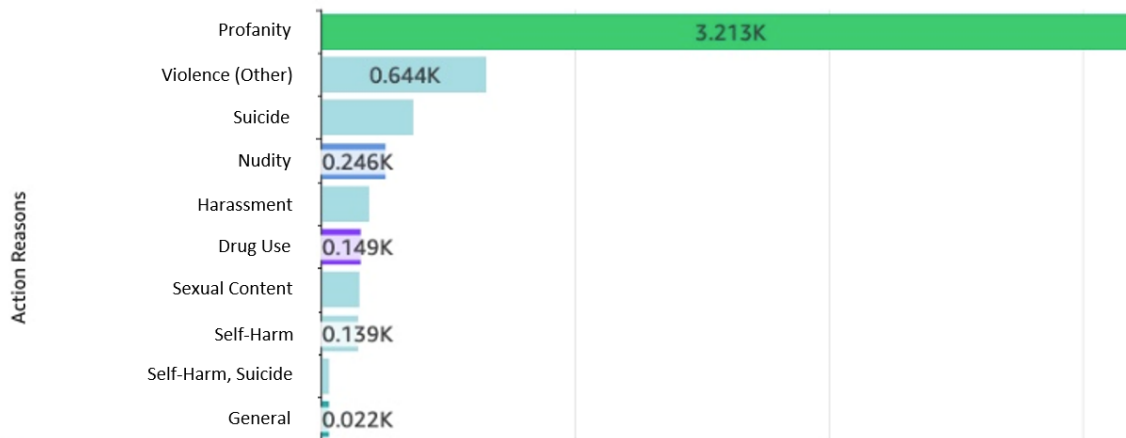
Gaggle Software, which is also funded by Title IV, sends alerts to school leader(s) when students engage in inappropriate use of technology with a district issued device on the RCSD Network. School teams are able to take appropriate steps to intervene with the goal of student safety and education of safe and appropriate use of technology.

Gaggle helped to identify over 5,199 online incidents as of 2/16/2022, the graph below shows the severity of the incidents identified.

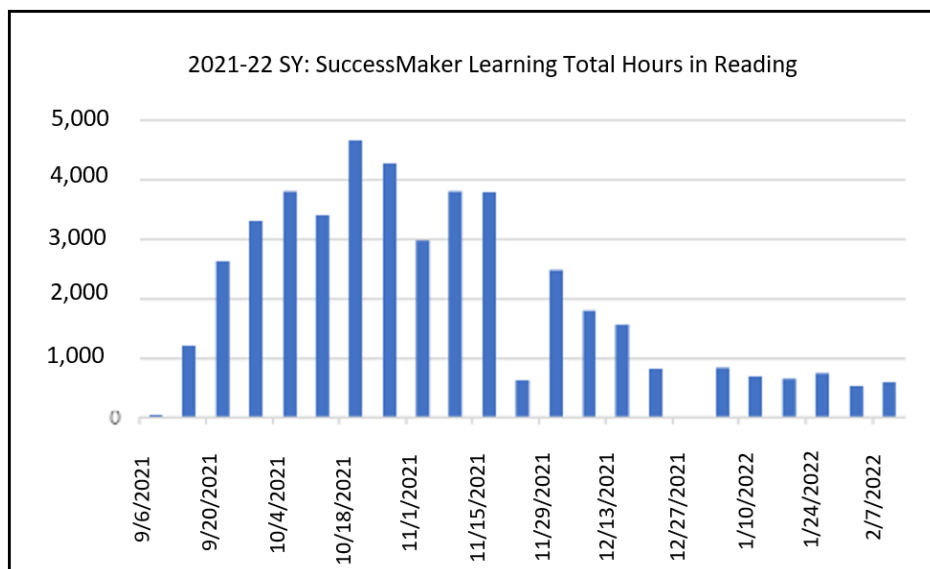


The below graph shows the incidents that Gaggle identified as of 2/16/2022, disaggregated by “action reason”:

Incidents by Action Reason



As of 2/13/2022, the SuccessMaker Learning tool was used for a total of 4,3856.4 hours to assist with student reading skills. The graph below shows the time series use of the SuccessMaker Learning tool:



As of 2/16/2022, the Dreambox mathematics program had 452 active licenses being used throughout RCSD. The district purchased 1,000 licenses using Title IV funds. With 45.2% of licenses being used as of mid-February, the district will be reevaluating this metric in April, 2022.

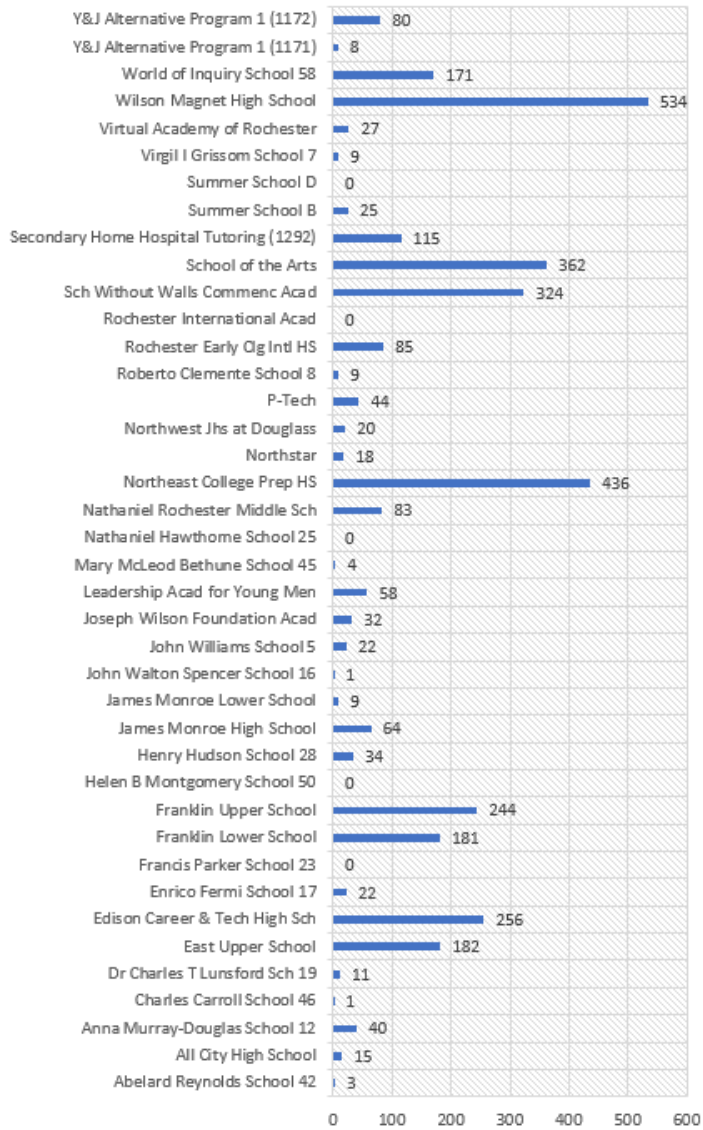
Between 9/5/2021 and 1/29/2022, students and teachers in RCSD used the service Gizmo, which is funded through Title IV. This service offers science lab simulation and math preparation modules. During this time period, there were 8 schools with over 500 student logins and 5 of these schools had over 1,000 student logins. Gizmo also offered 12 webinars to help RCSD staff use the software, which remain available through January 2023.

The 5 most viewed Gizmo modules by teachers as of the end of January 2022 were the following:

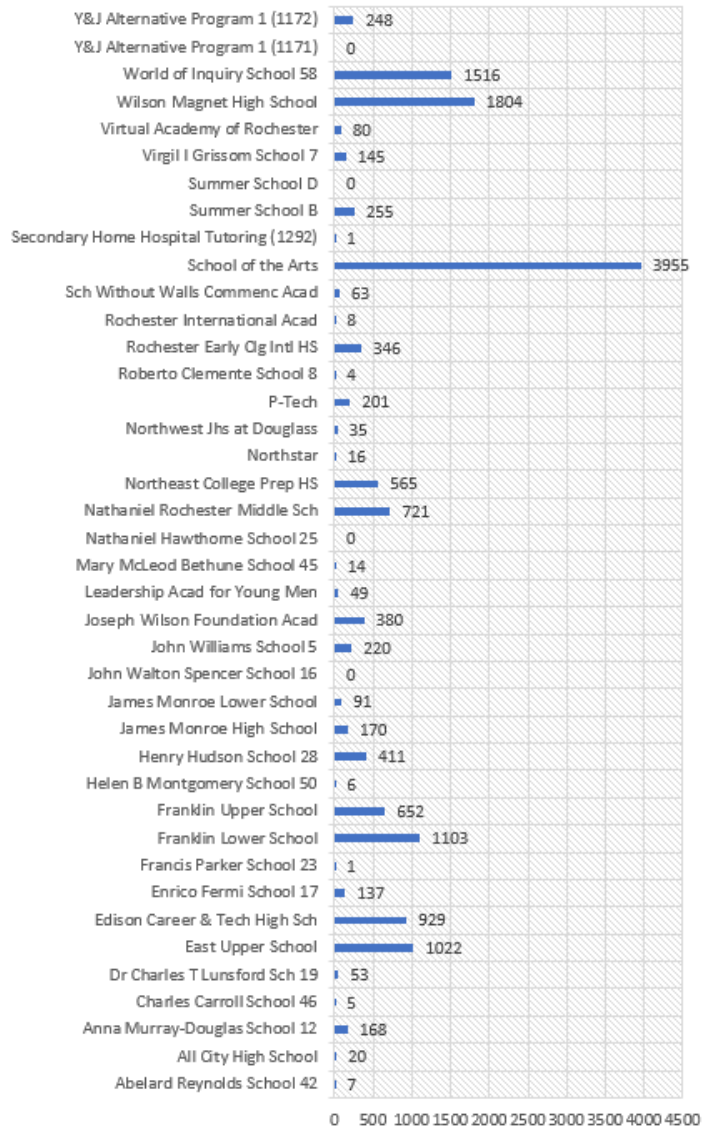
Disease Spread	152 Views
Cell Structure	97 Views
Cell Types	94 Views
Digestive System	83 Views
Circulatory System	67 Views

Additionally, the number of unique Gizmo module views are disaggregated by school below:

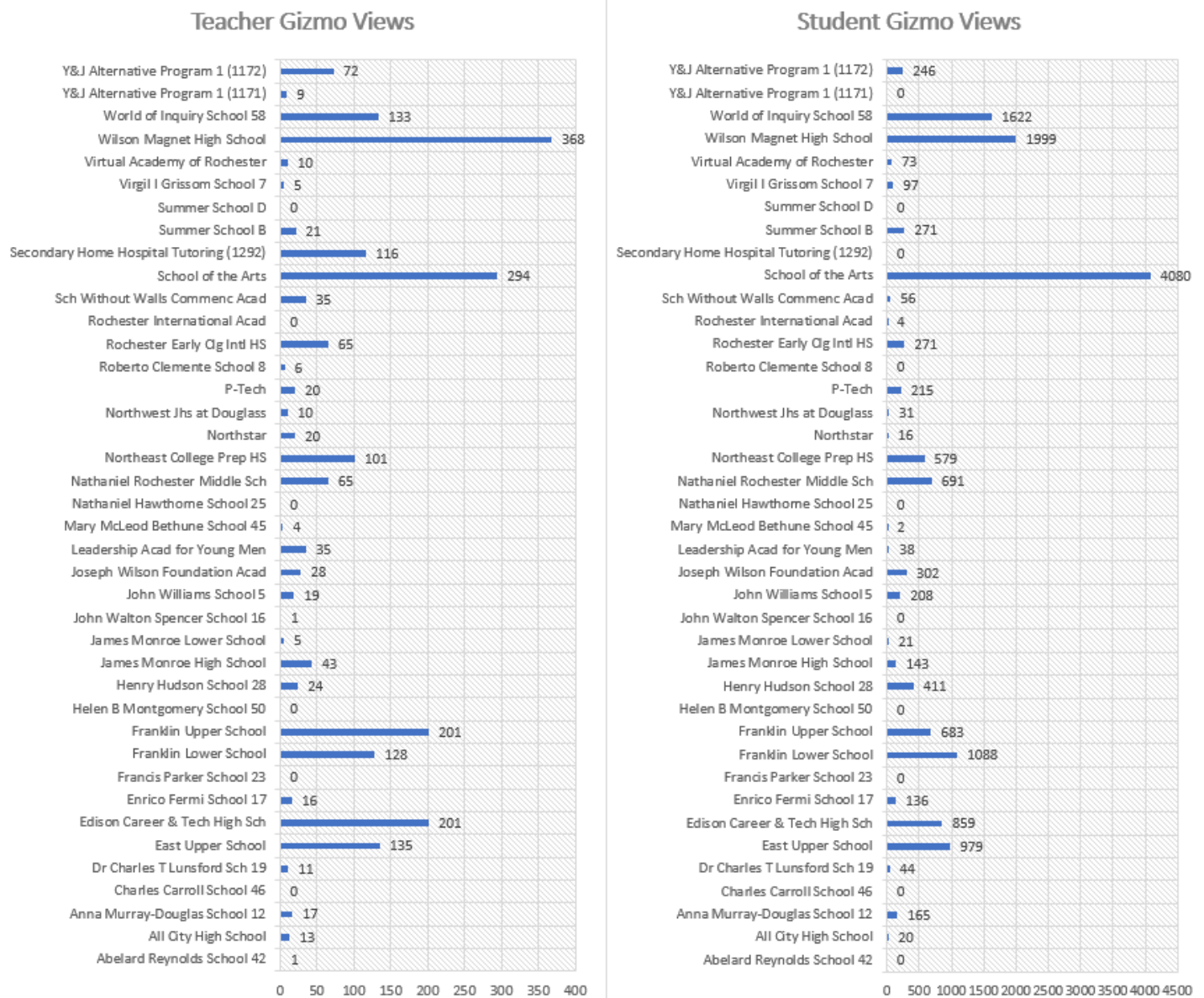
## Teacher Logins



## Student Logins

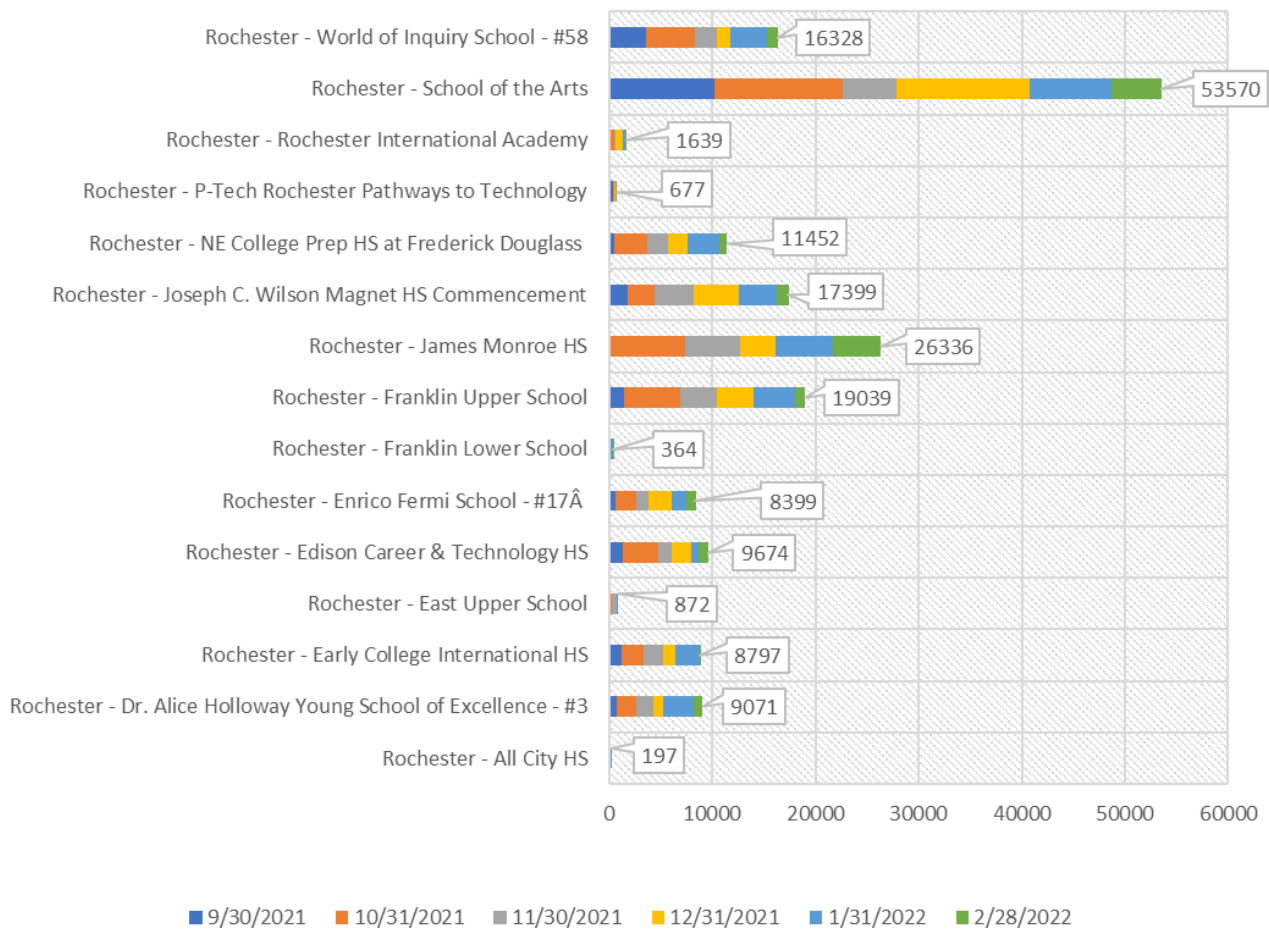


Additionally, the number of unique Gizmo logins are disaggregated by school below:



Castle Learning online services are also funded through Title IV. During the 21-22 SY, up until 2/28/2022, 183,879 total Castle Learning questions were answered by students. The breakdown of questions completed by schools is presented in the graph below:

## Aggregate Castle Learning Questions Completed



### Critical Next Steps:

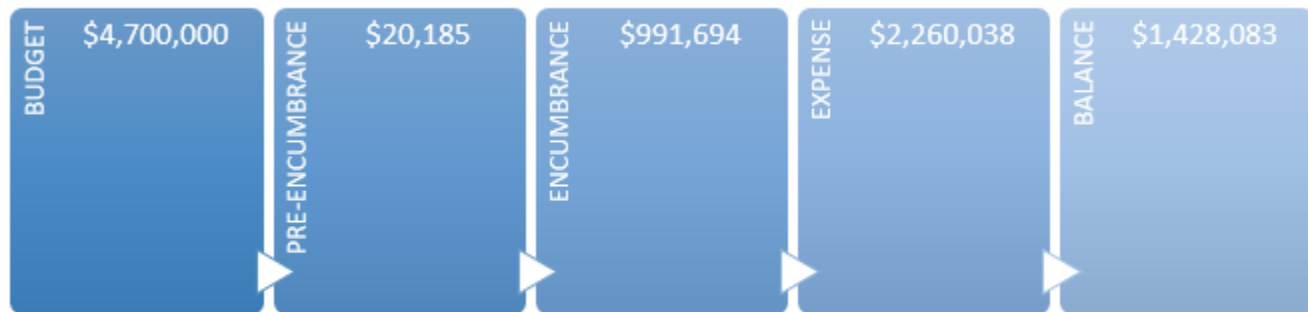
- Effective utilization of online tools such as Dreambox, Gizmos, and Success Maker to rapidly complete unfinished learning caused by the pandemic
- Continue strategic monitoring of Gaggie to support the significant influx of users of technology to ensure safe, effective and appropriate use of devices.
- Ensure equitable access to high quality curriculum.

## Title I, School Improvement 1003 Basic

Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI) are required under Section 1003 of the Elementary and Secondary Education Act (ESEA) to receive funds directed towards initiatives to meet progress goals outlined in the District Comprehensive Improvement Plan (DCIP) and school improvement plans. CSI schools receive \$200,000 in additional funding and TSI schools

receive \$75,000. The RCSD currently has 14 schools identified as TSI, 6 schools identified as CSI, and 12 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic \$4,700,000.

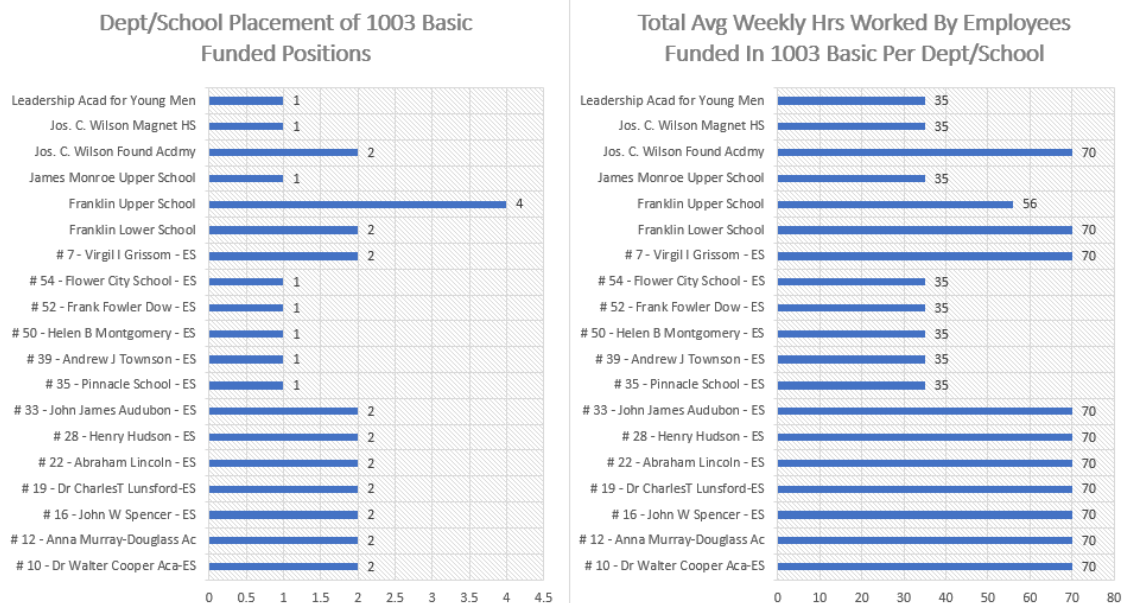
## Overall Fiscal Progress



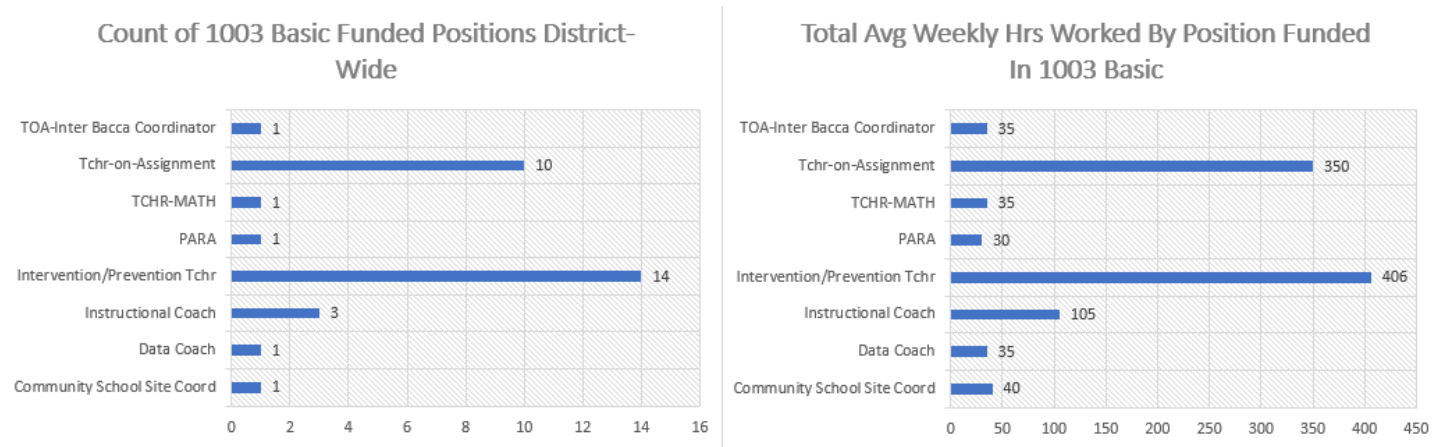
Of the 32 schools that receive 1003 Basic funds, 18 are currently on track to meet spenddown goals and 14 have detailed plans to access funds next quarter.

## Research and Evaluation: Title 1, 1003 Basic

Below is a breakdown of salaried employees funded by 1003 Basic. The graph on the left shows the number of staff funded by 1003 Basic by department or school site. The graph on the right shows the total average weekly hours worked by employees funded through 1003 Basic by department or school site.



Below is another breakdown of salaried employees funded by 1003 Basic. The graph on the left shows the number of staff funded by 1003 Basic by job title. The graph on the right shows the total average weekly hours worked by employees funded through 1003 Basic by job title.



The Hillside Work Scholarship Program is also partially funded in Title I 1003 Basic, see analysis in Research and Analysis Title I.

## Programmatic Progress

23 of the schools receiving 1003 Basic funds are currently on track to meet SCEP goals as aligned with grant funded resources.

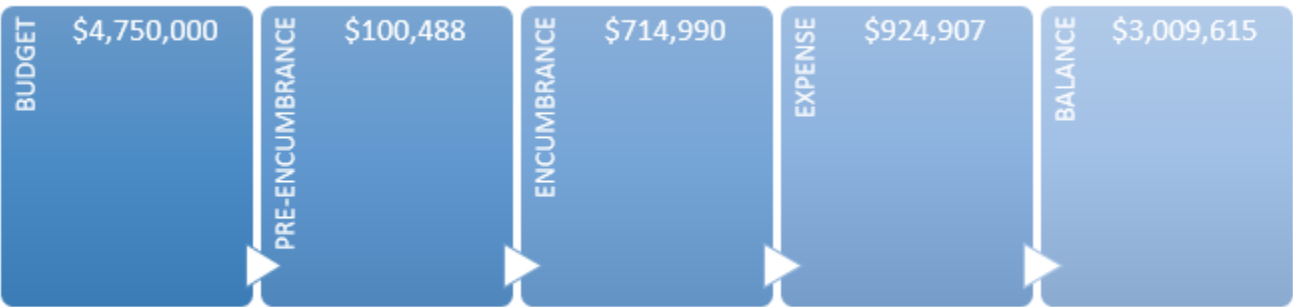
## Critical Next Steps

- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.
- Schools that have identified 1003 Basic as a funding source for summer programming are working with the Office of School Innovation to design expanded learning opportunities for students.

## Title I, School Improvement 1003 Targeted

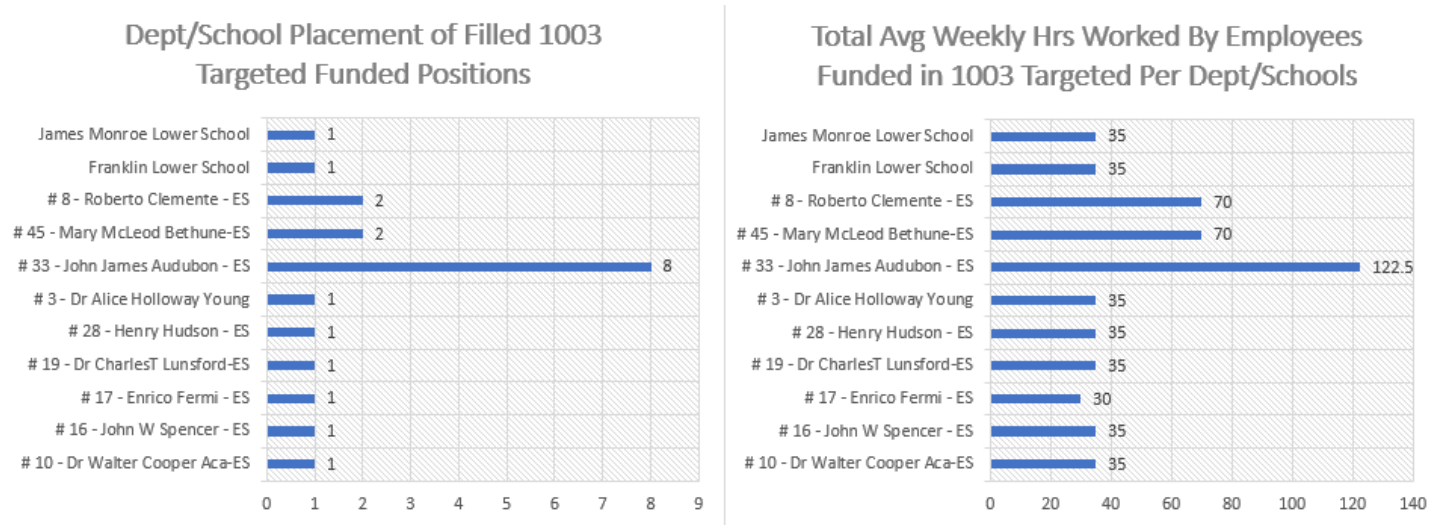
Schools that have been identified as Comprehensive Support and Improvement Schools (CSI) or Targeted Support and Improvement Schools (TSI) for multiple consecutive years are eligible to receive funds under Title I, School Improvement 1003 Targeted. Each school is allocated \$250,000 for the 2021-2022 school year to support school improvement initiatives aligned with identified targets for the school year. RCSD receives a total of \$4,750,000 in Title I, School Improvement 1003 Targeted funds.

Overall Fiscal Progress

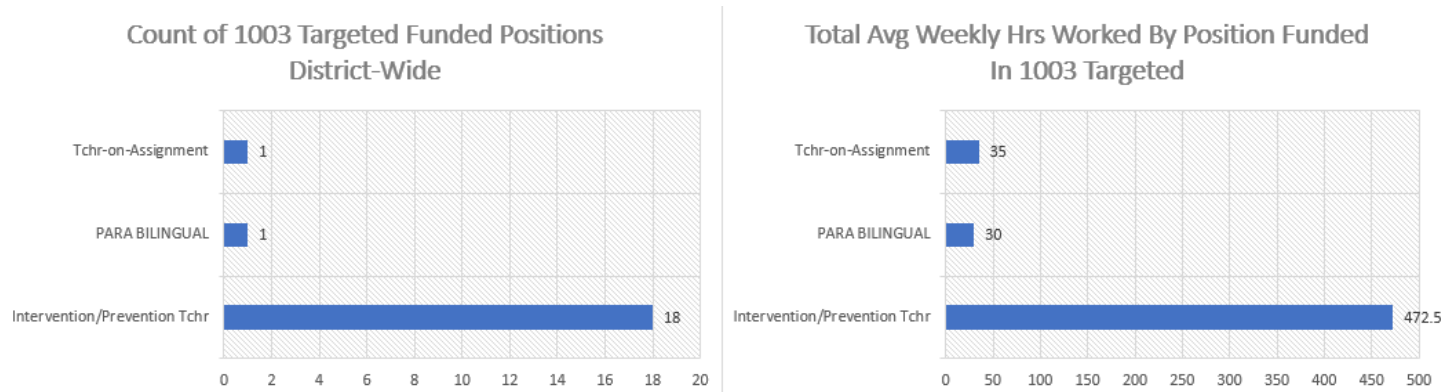


Research and Evaluation: Title 1 1003 Targeted

Below is a breakdown of salaried employees funded by 1003 Targeted. The graph on the left shows the number of staff funded by 1003 Targeted by department or school site. The graph on the right shows the total average weekly hours worked by employees funded through 1003 Targeted by department or school site.



Below is another breakdown of salaried employees funded by 1003 Targeted. The graph on the left shows the number of staff funded by 1003 Targeted by job title. The graph on the right shows the total average weekly hours worked by employees funded through 1003 Targeted by job title.



The Hillside Work Scholarship Program is also partially funded in Title I 1003 Targeted, see analysis in Research and Analysis Title I.

Programmatic Progress

14 of the schools receiving 1003 Targeted funds are currently on track to meet SCEP goals as aligned with grant funded resources.

Critical Next Steps

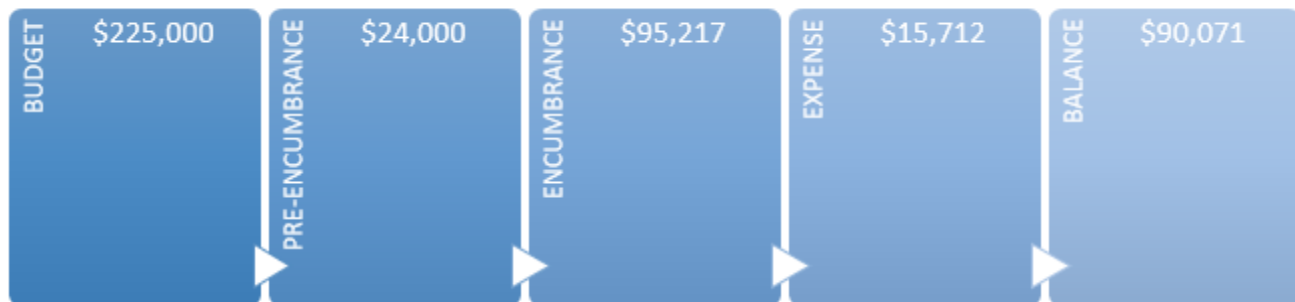
- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.
- Schools that have identified 1003 Targeted as a funding source for summer programming are working with the Office of School Innovation to design expanded learning opportunities for students.

Title I, School Improvement 1003 High School Redesign

Title I, School Improvement 1003 High School Redesign is available to non-Receiverhsip CSI schools for the 2021-2022 school year. Currently, Franklin Upper School is the only RCSD school participating in the grant. The total allocation for the 2021-2022 school year is \$225,000 to support a theory of action identified by the School Redesign Team and approved by New York State Department of Education. The Franklin Upper High School Redesign plan addresses the following:

	Priority	If/Then Statement
1	Building a community based 9 <sup>th</sup> grade academy community with an emphasis on relationships, meaningful instruction, and social emotional support.	If we have a strong community built on a foundation of relationship building then we will successfully support our students' academic and social emotional needs.
2	Providing targeted tutoring and credit recovery to our 9 <sup>th</sup> grade students through expansion of instructional capacity and strategies, leading toward post-secondary opportunities and awareness.	If we provide tutoring and credit recovery for our students, with an embedded progress monitoring system, then students will leave the 9 <sup>th</sup> grade on track for graduation and post-secondary opportunities.
3	Changing the educational culture through the development of "What Franklin Upper School Could Be".	If we provide opportunities for teacher agency then we can change the educational culture at Franklin Upper School, resulting in increased passing grades and attendance.

## Overall Fiscal Progress



## Research and Evaluation: Title 1, 1003 HSRD

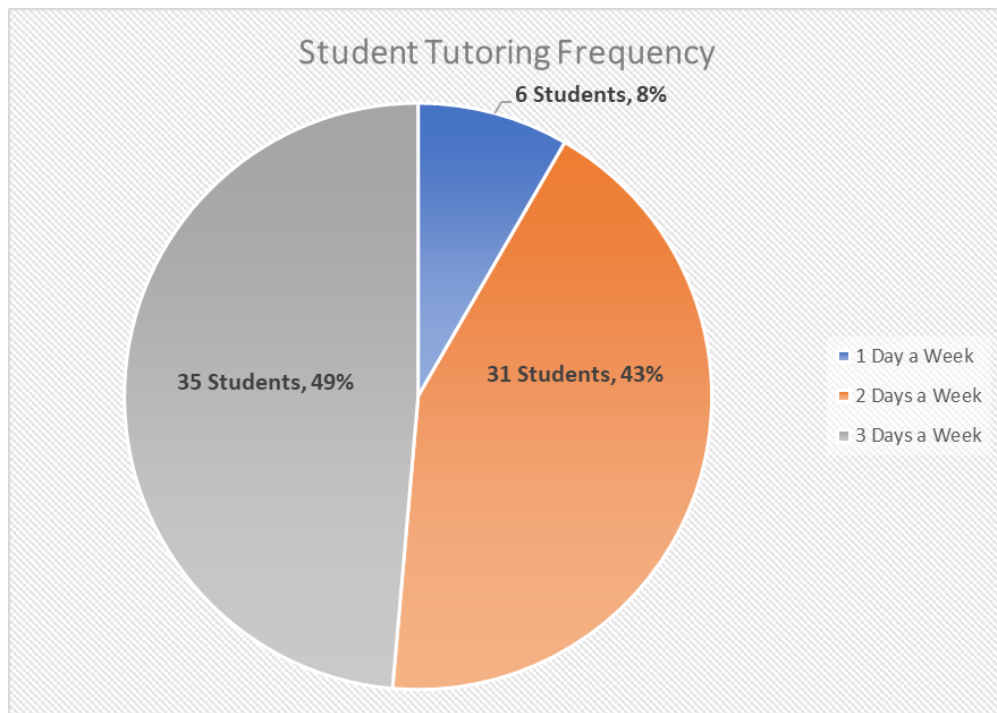
No positions filled with this funding source.

As part of the Title 1 1003 HSR funding, an early warning system was created for the 2021 cohort. There were 286 students identified by the early warning system as of 3/24/2022. Using the early warning system, 172 academic interventions were either planned or completed, as well as 133 unique attendance interventions.

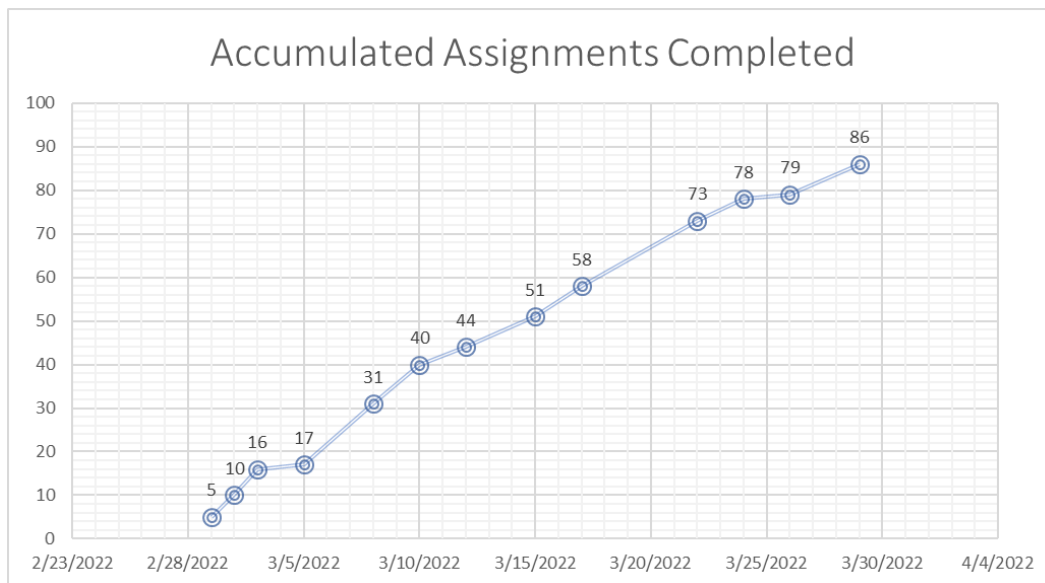
The Franklin After School Tutoring Program is also funded through Title 1 1003 HSR. The data currently collected on this program shows students who have received tutoring in marking period three. Once grades are entered for marking period three, a significant analysis will be performed to ascertain the impact of this program on student grades. As of 3/24/2022, 75 unique students have received tutoring at Franklin in marking period three. The table below shows the count of students who went for tutoring in marking period three by content area focus:

Content Areas	Students Receiving Tutoring In The Content Area
Alg 1	20
Alg 2	2
Earth	3
Eng 1	25
Eng 2	2
Global 1	13
Global 2	4
Living Env	12

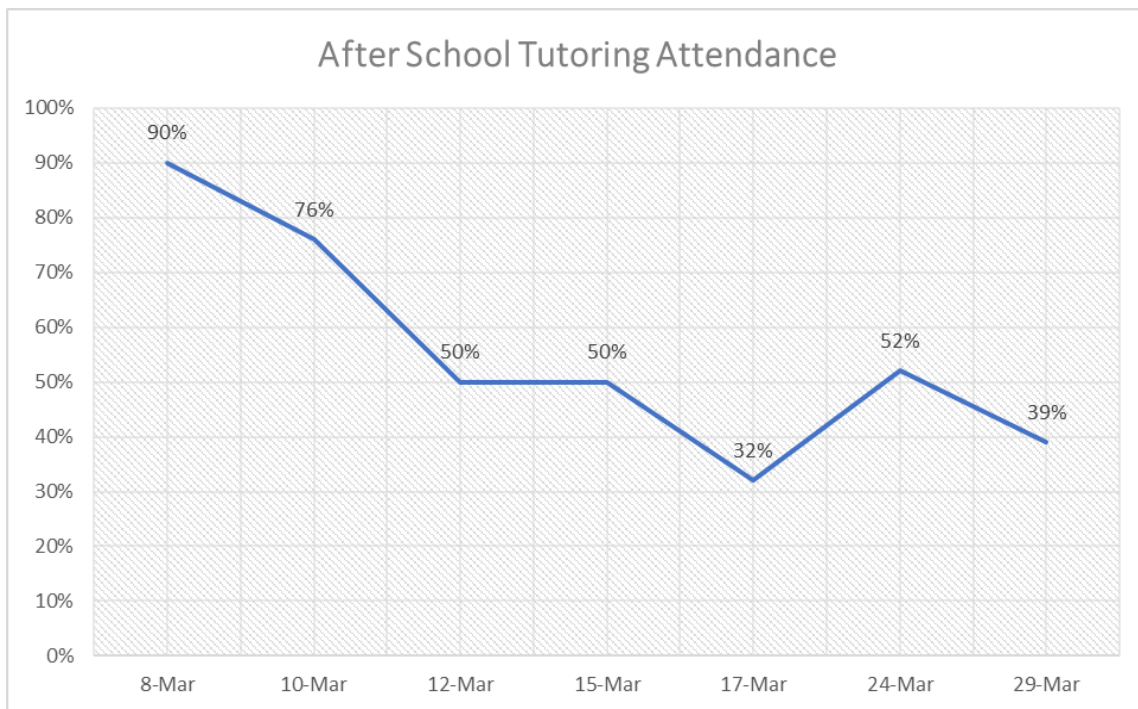
Students receive tutoring at different frequencies depending on need at Franklin. The graph below shows the distribution of tutoring frequency on a weekly basis:



The Franklin After School Tutoring program also tracks assignments completed by students. The graph below shows the accumulation of assignments as they are completed:



Attendance is also collected for the Franklin After School Tutoring program. It appears that attendance is declining as the marking period progresses. The graph below shows this phenomenon:



## Programmatic Progress

A large portion of the 1003 High School Redesign funds are directed towards after school programs for 9th grade students. There are 214 students in the 2021 cohort, 58 of which are registered for the after school programming. This number is expected to increase after MP 3. 53% of 9th grade students are currently on track to accrue 5 or more credits by the end of the school year.

## Critical Next Steps

- The High School Redesign team at Franklin Upper will continue to work to register students for after school programming opportunities and counselors are currently holding individual student conferences.