



# ROCHESTER CITY SCHOOL DISTRICT



JULY 2022

# ESSA FUNDED PROGRAMS

QUARTER 4 REPORT

OFFICE OF GRANTS AND  
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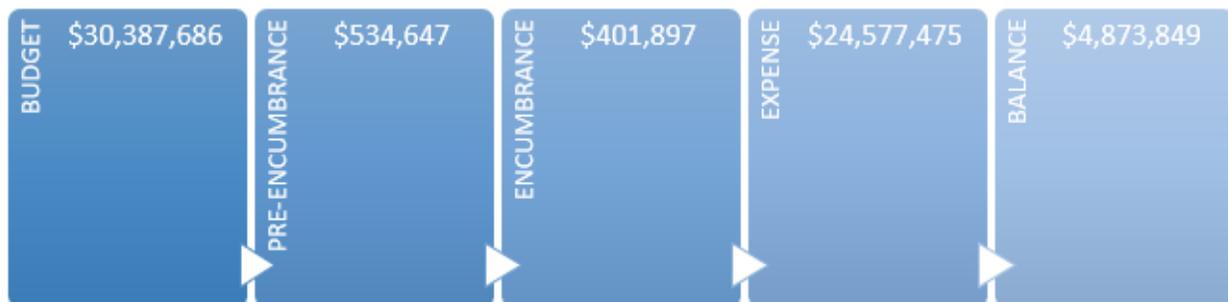
# Title I, Part A – Improving Basic Programs Operated by LEAs

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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 was allocated \$26,389,952 to support Title I activities for the 2021-2022 school year and \$3,997,734 in funds carried over from 2020-2021 resulting in a total of \$30,387,686. 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

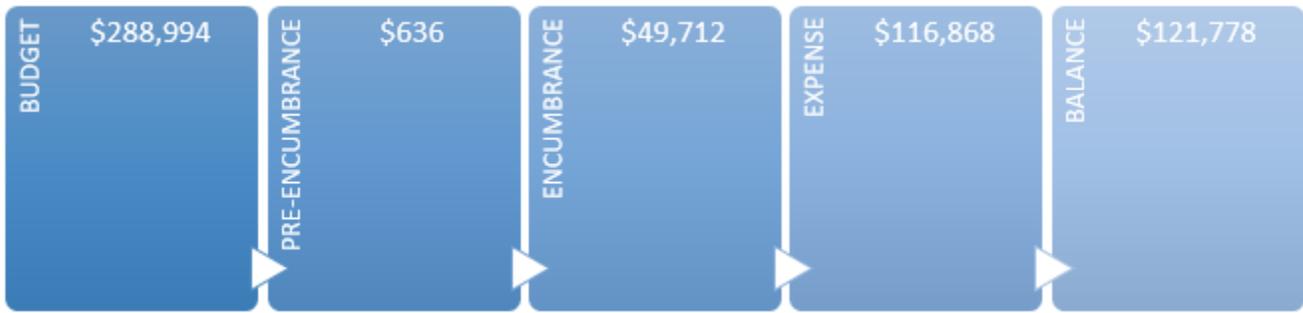
## Overall Fiscal Progress



*\*\$2,192,959 of the balance is directed towards summer school*

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

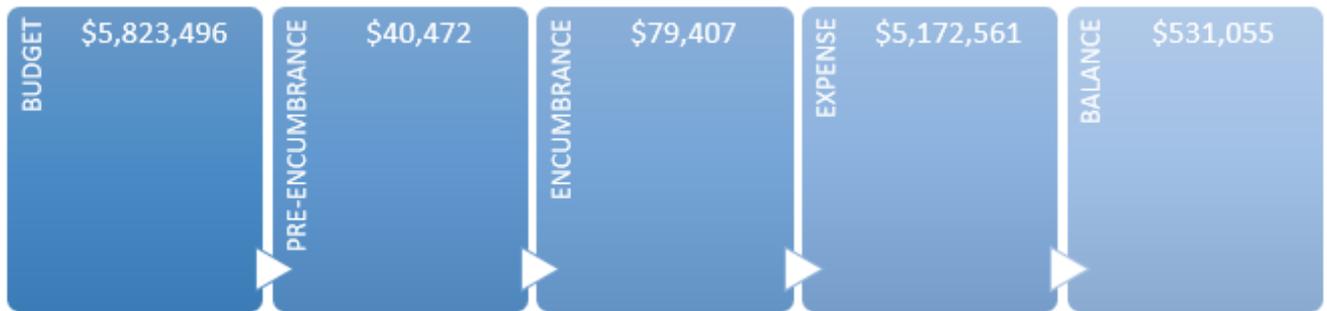
1% of the allocation is set-aside to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. This year, 89% of schools submitted and received approval of their Title I, Parent and Family Engagement Plans. These 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 events will continue to be held throughout the summer months.



### 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 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)



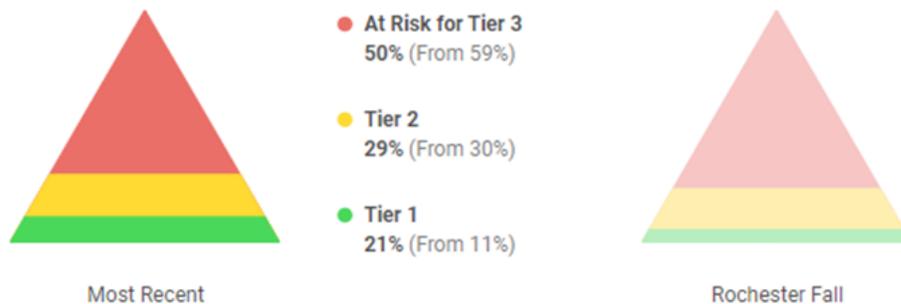
## Research and Evaluation Title I: MTSS

Title I provides significant funding to Multi-Tier Support Systems (MTSS) through supplemental school-based staff and programming. Some of the main components of the MTSS program in the Rochester CSD include: restorative practices, high quality instruction, counseling and social services. The academic component of MTSS can be evaluated in part by i-Ready testing results from the 2021-22 school year using the applicable grades for i-Ready analysis. I-Ready provides a report that classifies students by their initial baseline placement for reading and math separately. These baseline placements can be one of three Tiers. Tier 1 consists of students on or above grade level, Tier 2 is one grade level below and Tier 3 is two or more grade levels below.

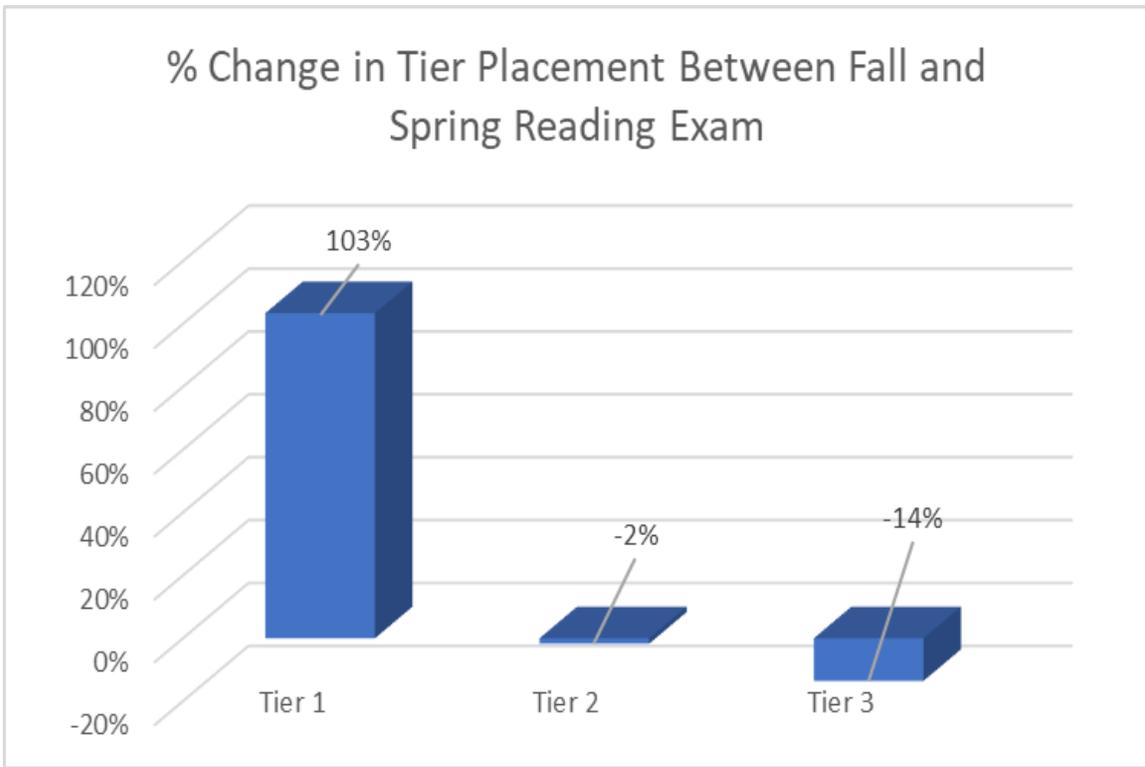
### MTSS Reading

The chart below shows that the majority of students are still classified as Tier 3, but that there are a growing number of students that are on or above grade level in reading (Tier 1).

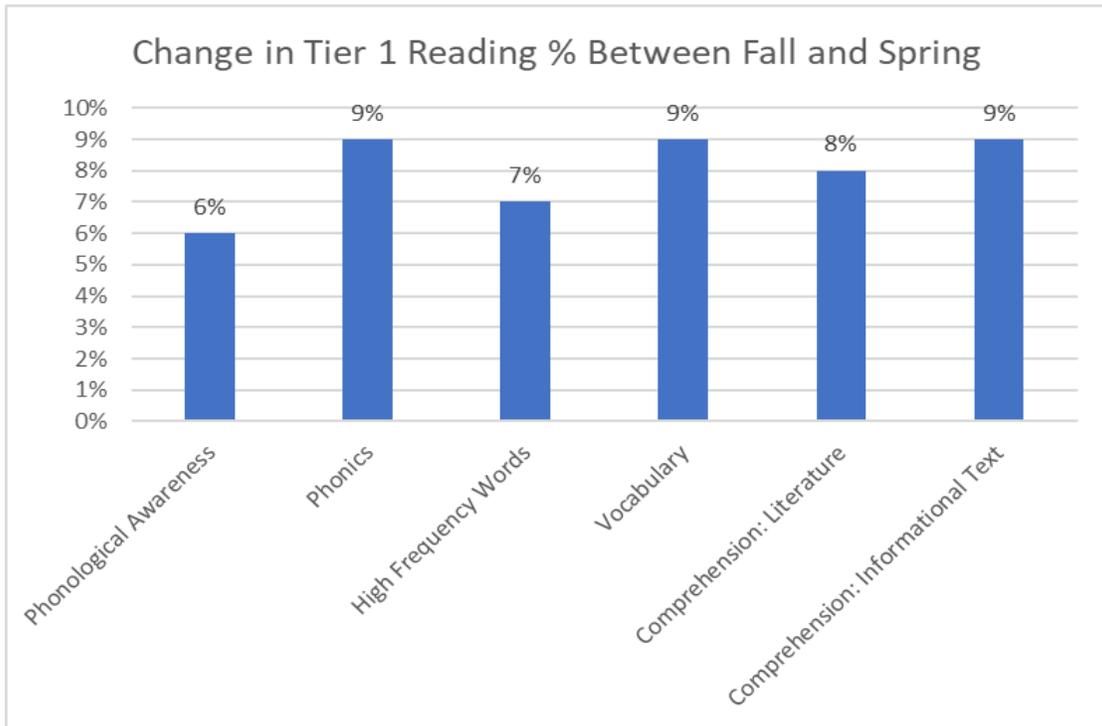
#### Overall Placement



The chart below shows that between the spring and fall i-Ready examinations, there was a 103% increase in students achieving Tier 1 reading performance and a 14% decrease in Tier 3 reading classification.



I-Ready also provides Tiers by reading domain, the graph below shows the increase in students classified as Tier 1 in each domain. Phonics, vocabulary and comprehension: informational text, showed the greatest increase in Tier 1 student classification between the fall and spring i-Ready exams.



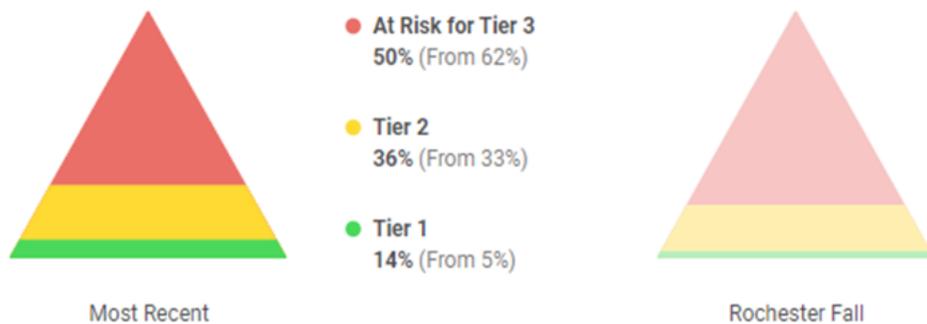
Title I funded the Director of ELA and Reading, along with a teacher on assignment, reading teachers and English teachers in the 2021-22 school year. To provide partial insight into the student reading performance at RCSD, please reference the i-Ready reading graphs provided above. Additionally, the four schools that showed the greatest i-Ready reading growth between the fall and spring testing windows are provided below.

Exceptional Reading Scores			
Baseline Placement Reading	Progress (Median)	% Met	% Students with Improved Placement
16 - John Walton Spencer	80%	42%	51%
34 - Dr. Louis A. Cerulli	88%	46%	53%
74 - School of the Arts	100%	51%	49%
54 - Flower City School	77%	42%	44%

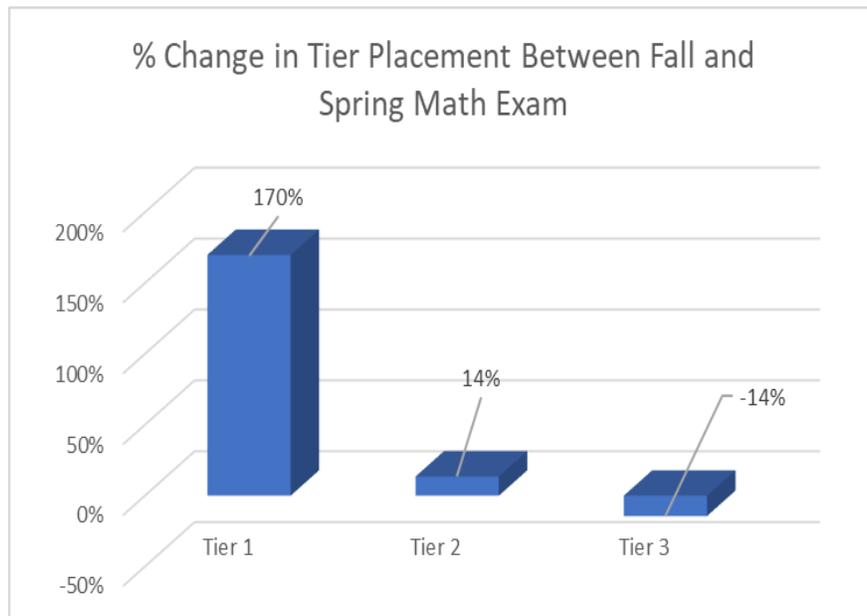
### MTSS Math

The chart below shows that the majority of students are still classified as Tier 3, but that there are a growing number of students that are on or above grade level in math (Tier 1).

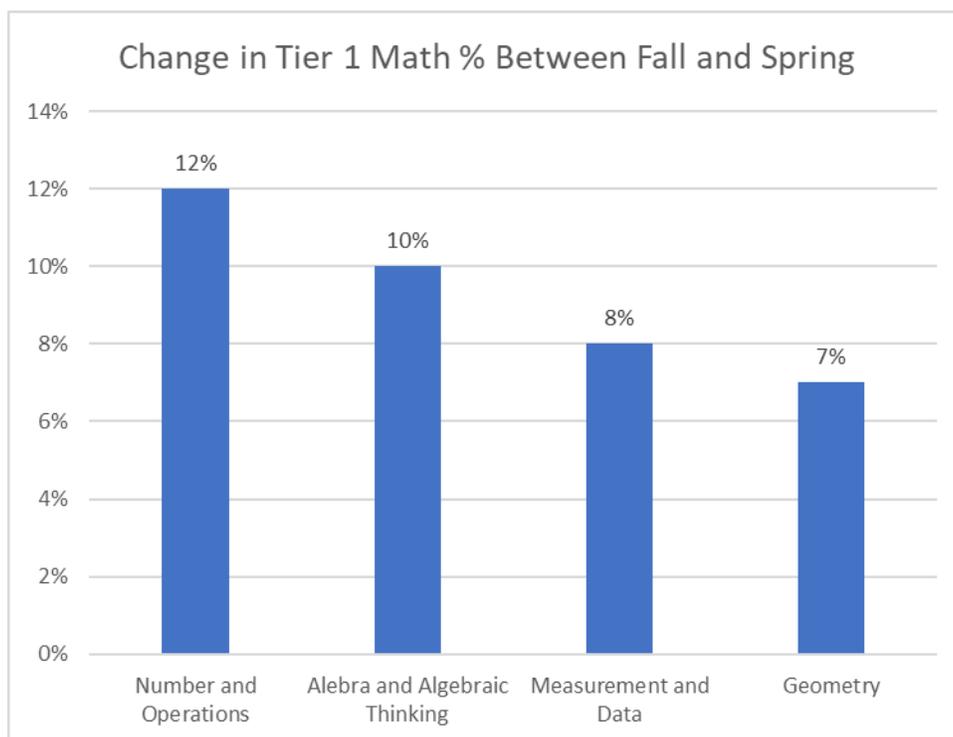
#### Overall Placement



The chart below shows that between the spring and fall i-Ready examinations, there was a 170% increase in students achieving Tier 1 reading performance and a 14% decrease in Tier 3 math classification.



I-Ready also provides Tiers by math domain, the graph below shows the increase in students classified as Tier 1 in each domain. Number of operations and algebra and algebraic thinking, showed the greatest increase in Tier 1 student classification between the fall and spring i-Ready exams.

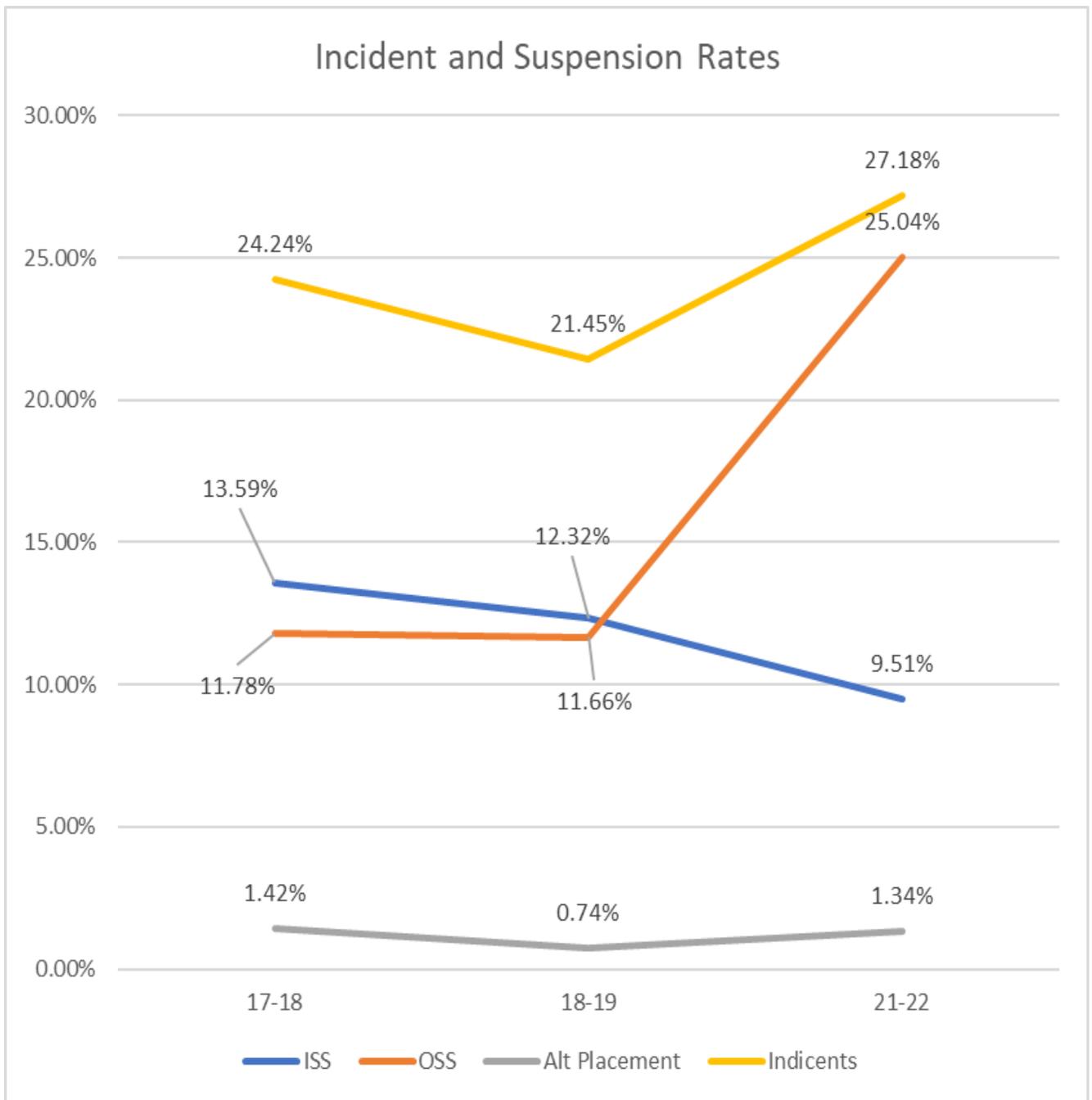


Title I funded the positions of Director of Mathematics, a math teacher on assignment, and additional math teachers in the 2021-22 school year. To provide partial insight into the student math performance at RCSD, please reference the i-Ready math graphs provided above. Additionally, the three schools that showed the greatest i-Ready math growth between the fall and spring testing windows are provided below.

<b>Exceptional Math Scores</b>			
<b>Baseline Placement Math</b>	<b>Progress (Median)</b>	<b>% Met</b>	<b>% Students with Improved Placement</b>
16 - John Walton Spencer	75%	39%	49%
34 - Dr. Louis A. Cerulli	74%	36%	51%
74 - School of the Arts	100%	51%	54%

## **MTSS SEL**

The social emotional component of the MTSS program may impact disciplinary outcomes at RCSD. The chart below details suspensions trends:



As shown on the chart above, out of school suspensions, and incidents increased in 2021-22 compared to pre-pandemic levels. The trends above show that there is a district wide increase in out of school disciplinary actions which may be indicative of larger social emotional issues stemming from the return to in-person instruction at RCSD in the 2021-22 school year.

### Research and Evaluation Title I: SATs

Title I also funds SAT exams which were primarily taken between March 2022 and April 2022. In this testing iteration 361 students took the SAT. The last significant SAT testing iteration was from October 2019, when 755 RCSD students took the exam.

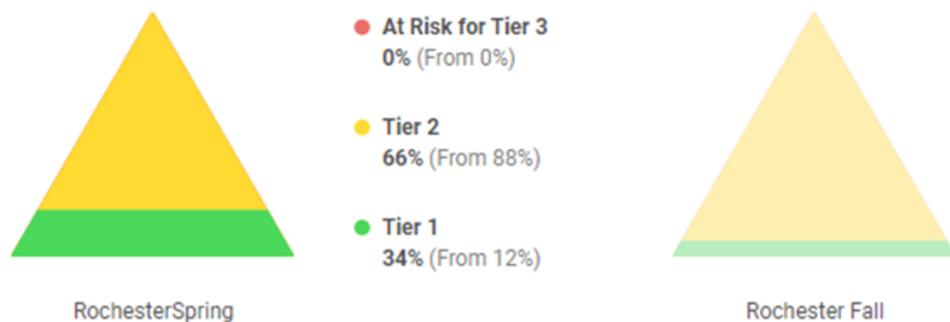
In 2019 15% more students at RCSD met no SAT benchmarks than students across the state. In 2022, 27% more students at RCSD met no SAT benchmarks than students across the state. This trend shows that RCSD students performed worse on SAT benchmarks in 2022 compared to the rest of the state than in 2019. Additionally, 5% less students met the SAT evidence-based reading and writing score benchmark in 2022 than in 2019. For the SAT math benchmark, 8% less RCSD students achieved the benchmark in 2022 than in 2019.

## Research and Evaluation Title I: Kindergarten

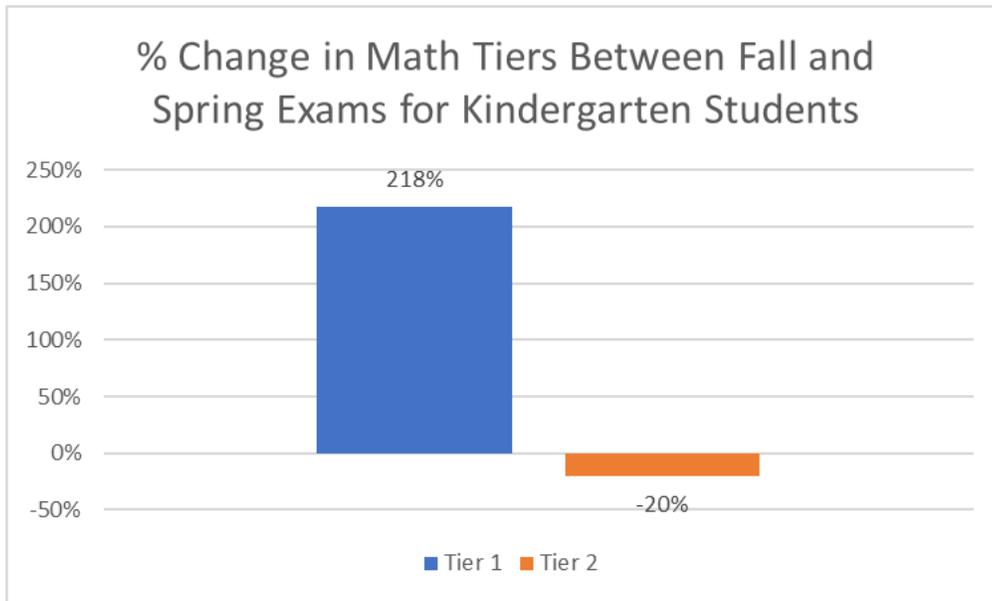
Title I funds kindergarten teachers as well. Kindergarten enrollment in the 2021-22 school year constitutes 7.1% of all RCSD enrollment (1,650 students). Below are the i-Ready results for kindergarten students at RCSD (Math and ELA). Because it is impossible to be two grade levels or below in kindergarten, the only classifications available are Tiers 1 and 2. Tangible growth in Tier 1 classification was observed between the fall and spring i-Ready math exams, accompanied by a drop in Tier 2 classification.

### Kindergarten Math

#### Overall Placement



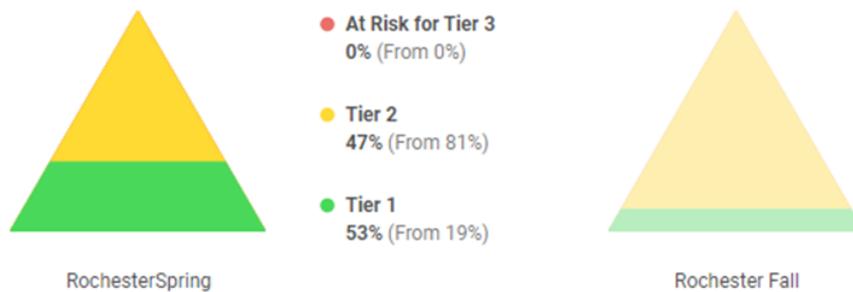
The chart below shows that between the spring and fall i-Ready examinations for kindergarten students, there was a 218% increase in students achieving Tier 1 reading performance and a 20% decrease in Tier 2 math classification.



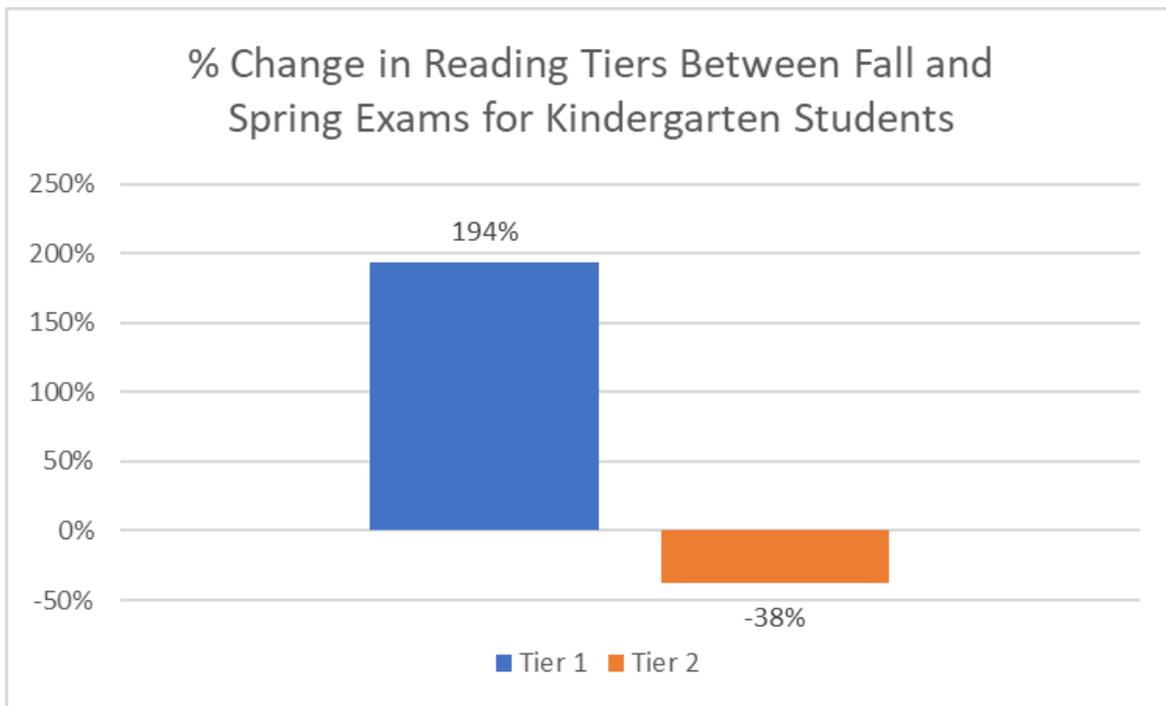
## Kindergarten Reading

The majority of RCSD kindergarten students in the Spring were classified as on grade level or above (Tier 1). This is quite an increase from the 19% of students classified as Tier 1 achievers in the fall.

### Overall Placement



The chart below shows that between the spring and fall i-Ready examinations for kindergarten students, there was a 194% increase in students achieving Tier 1 reading performance and a 38% decrease in Tier 2 reading classification.



### Kindergarten Staffing

Below is a table outlining the impact of the Title 1 funded kindergarten positions on FTE to student ratio at each school. The increase at each school for each position is a 100 percent ratio improvement.

School Site and Job Description	FTE to Student Ratio with Title I Funded Positions	FTE to Student Ratio without Title I Funded Positions	% FTE to Student Ratio Improvement Due to Title I Funded Positions
# 34 - Dr Louis A Cerulli TCHR-KINDERGARTEN-FULL DAY	1 to 23	1 to 46	100%
# 50 - Helen B Montgomery TCHR-KINDERGARTEN-FULL DAY	1 to 19.7	1 to 39.3	100%

# 10 - Dr Walter Cooper TCHR-KINDERGARTEN-FULL DAY	1 to 30	1 to 60	100%
# 12 - Anna Murray-Dgl TCHR-KINDERGARTEN-BILIN GUAL	1 to 33.5	1 to 67	100%
# 12 - Anna Murray-Dgl TCHR-KINDERGARTEN-FULL DAY	1 to 33.5	1 to 67	100%
# 15 - Children's School TCHR-KINDERGARTEN-FULL DAY	1 to 18.5	1 to 37	100%
# 16 - John W Spencer TCHR-KINDERGARTEN-FULL DAY	1 to 27	1 to 54	100%
# 17 - Enrico Fermi TCHR-KINDERGARTEN-FULL DAY	1 to 34	1 to 68	100%
# 19 - Dr Charles Lunsford TCHR-KINDERGARTEN-FULL DAY	1 to 35	1 to 70	100%
# 2 - Clara Barton TCHR-KINDERGARTEN-FULL DAY	1 to 17.5	1 to 35	100%
# 22 - Abraham Lincoln TCHR-KINDERGARTEN-BILIN GUAL	1 to 66	1 to 132	100%

# 22 - Abraham Lincoln TCHR-KINDERGARTEN-FULL DAY	1 to 66	1 to 132	100%
# 23 - Francis Parker TCHR-KINDERGARTEN-FULL DAY	1 to 18.5	1 to 37	100%
# 25 - Nathan. Hawthorne TCHR-KINDERGARTEN-FULL DAY	1 to 18.5	1 to 37	100%
# 28 - Henry Hudson TCHR-KINDERGARTEN-BILIN GUAL	1 to 70	1 to 140	100%
# 28 - Henry Hudson TCHR-KINDERGARTEN-FULL DAY	1 to 35	1 to 70	100%
# 29 - Adlai E Stevenson TCHR-KINDERGARTEN-FULL DAY	1 to 30	1 to 60	100%
# 33 - John James Audubon TCHR-KINDERGARTEN-BILIN GUAL	1 to 128	1 to 256	100%
# 33 - John James Audubon TCHR-KINDERGARTEN-FULL DAY	1 to 32	1 to 64	100%
# 35 - Pinnacle School TCHR-KINDERGARTEN-BILIN GUAL	1 to 46	1 to 92	100%

# 35 - Pinnacle School TCHR-KINDERGARTEN-FULL DAY	1 to 23	1 to 46	100%
# 39 - Andrew J Townson TCHR-KINDERGARTEN-FULL DAY	1 to 26	1 to 52	100%
# 4 - George M Forbes TCHR-KINDERGARTEN-FULL DAY	1 to 33	1 to 66	100%
# 45 - Mary McLeod Bethune TCHR-KINDERGARTEN-FULL DAY	1 to 32.5	1 to 65	100%
# 46 - Charles Carroll TCHR-KINDERGARTEN-FULL DAY	1 to 19	1 to 38	100%
# 5 - John Williams TCHR-KINDERGARTEN-FULL DAY	1 to 23.5	1 to 47	100%
# 52 - Frank Fowler Dow TCHR-KINDERGARTEN-FULL DAY	1 to 3.8	1 to 7.5	100%
# 53 - Montessori Academy TCHR-KINDERGARTEN-FULL DAY	1 to 15.5	1 to 31	100%

# 54 - Flower City School TCHR-KINDERGARTEN-FULL DAY	1 to 22.5	1 to 45	100%
# 58 - World of Inquiry TCHR-KINDERGARTEN-FULL DAY	1 to 30.5	1 to 61	100%
# 7 - Virgil I Grissom TCHR-KINDERGARTEN-FULL DAY	1 to 23.5	1 to 47	100%
# 8 - Roberto Clemente TCHR-KINDERGARTEN-FULL DAY	1 to 21	1 to 42	100%
# 9 - Dr Martin L King Jr TCHR-KINDERGARTEN-FULL DAY	1 to 219.3	1 to 438.7	100%
Jos. C. Wilson Found Acdmy TCHR-KINDERGARTEN-FULL DAY	1 to 21.5	1 to 43	100%
RISE Community School TCHR-KINDERGARTEN-FULL DAY	1 to 24	1 to 48	100%
# 42 - Abelard Reynolds TCHR-KINDERGARTEN-FULL DAY	1 to 22.3	1 to 44.7	100%

## Research and Evaluation Title I: Staffing

In both reading and math i-Ready scores, three schools showed exceptional growth: 16 - John Walton Spencer, 34 - Dr. Louis A. Cerulli, and 74 - School of the Arts. Below is the information of Title I funded positions at these three schools.

School Site and Job Description	FTE to Student Ratio with Title I Funded Positions	FTE to Student Ratio without Title I Funded Positions	% FTE to Student Ratio Improvement Due to Title I Funded Positions
# 16 - John W Spencer Intervention/Prevention Tchr	1 to 188.5	1 to 589.1	212.5%
# 16 - John W Spencer Instructional Coach	1 to 188.5	1 to 377	100%
# 34 - Dr Louis A Cerulli Per Diem Building Teacher	1 to 216	1 to 432	100%
# 34 - Dr Louis A Cerulli Data Coach	1 to 432	Fully Funded in Title 1	N/A
# 34 - Dr Louis A Cerulli Intervention/Prevention Tchr	1 to 432	Fully Funded in Title 1	N/A
School of the Arts Intervention/Prevention Tchr	1 to 1171.1	Fully Funded in Title 1	N/A
School of the Arts Tchr-Reading	1 to 527	Fully Funded in Title 1	N/A

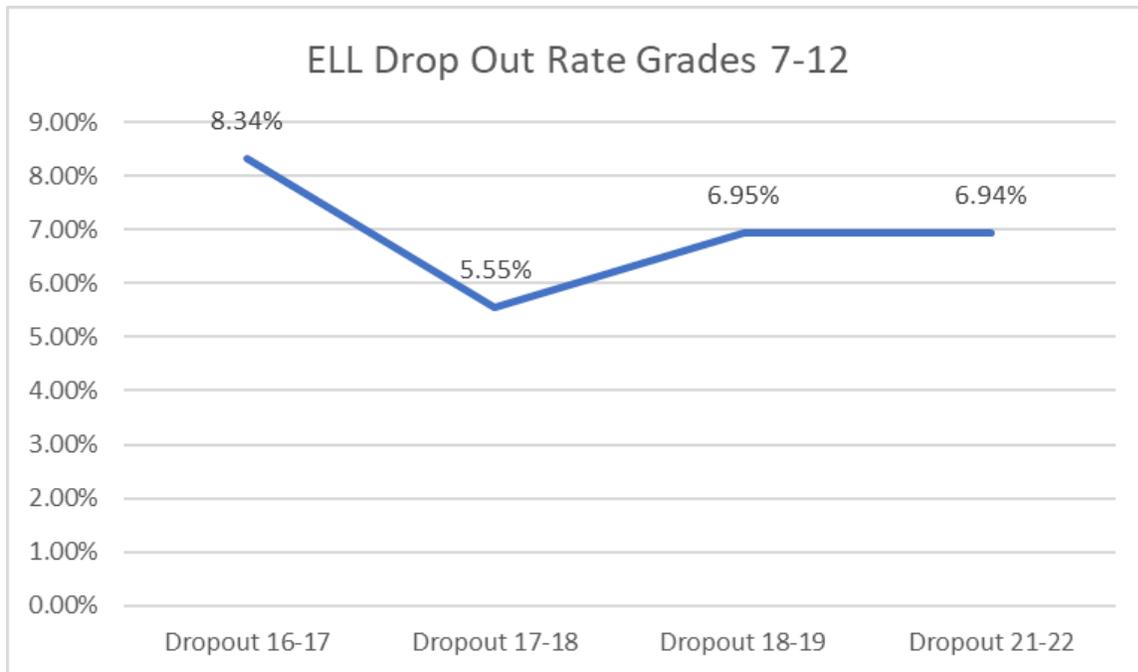
## Research and Evaluation Title I: English Language Learners

Title I also funds many positions related to bilingual and English language learner education. These positions include: Director of Bilingual Education, Director of Multilingual Education, various teachers on assignment to support related initiatives and multiple bilingual teachers. Below is information on ELL Status student Enrollment:

Enrollment by ELL Status	Enrollment	Percent
English Language Learner	3,557	15.30%
General	19,725	84.70%

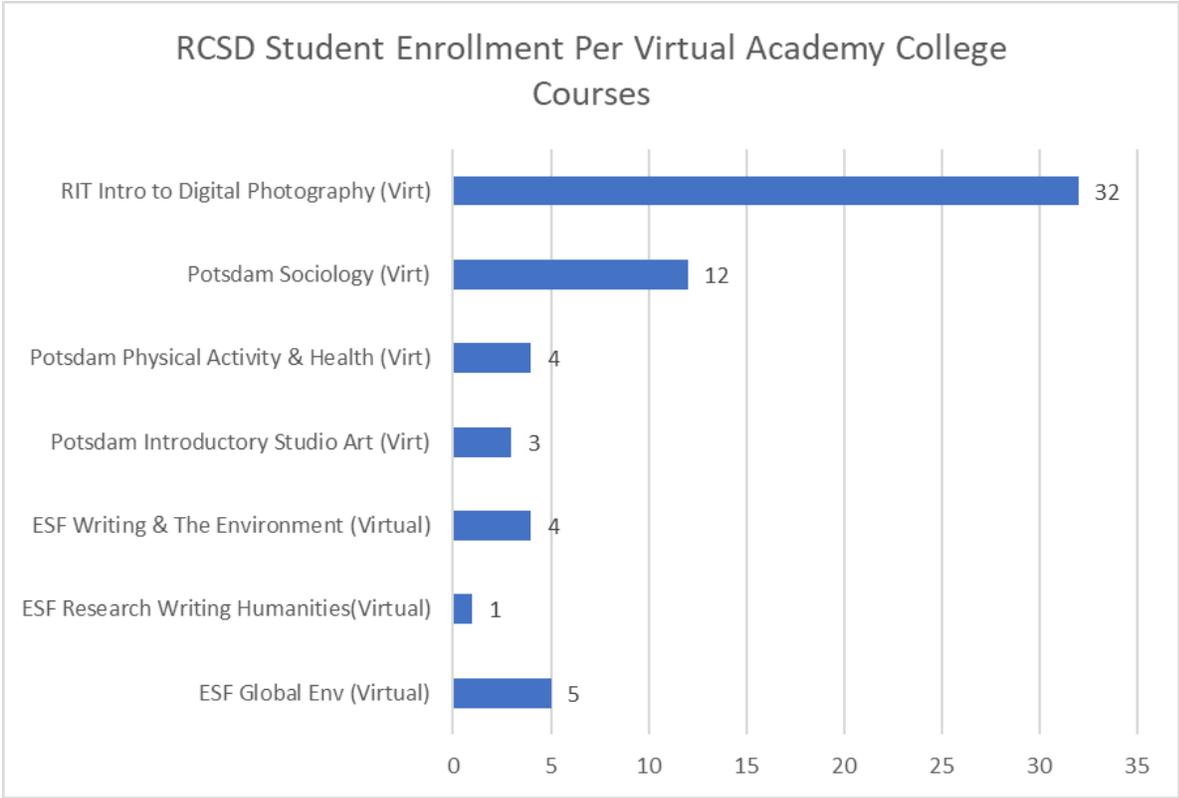
English Language Learners had a 2% higher median progress percentage on i-Ready's math assessment across all grades at RCSD. However, English Learners had a 12% lower median progress percentage on the ELA i-Ready assessment.

Additionally, ELL dropout rates have improved since the 2016-17 school year (COVID-19 years 2019-20 and 2020-21 were excluded from analysis). The ELL dropout rate for grades 7-12 remained almost exactly the same between the 2018-19 school year and the 2021-22 school year.



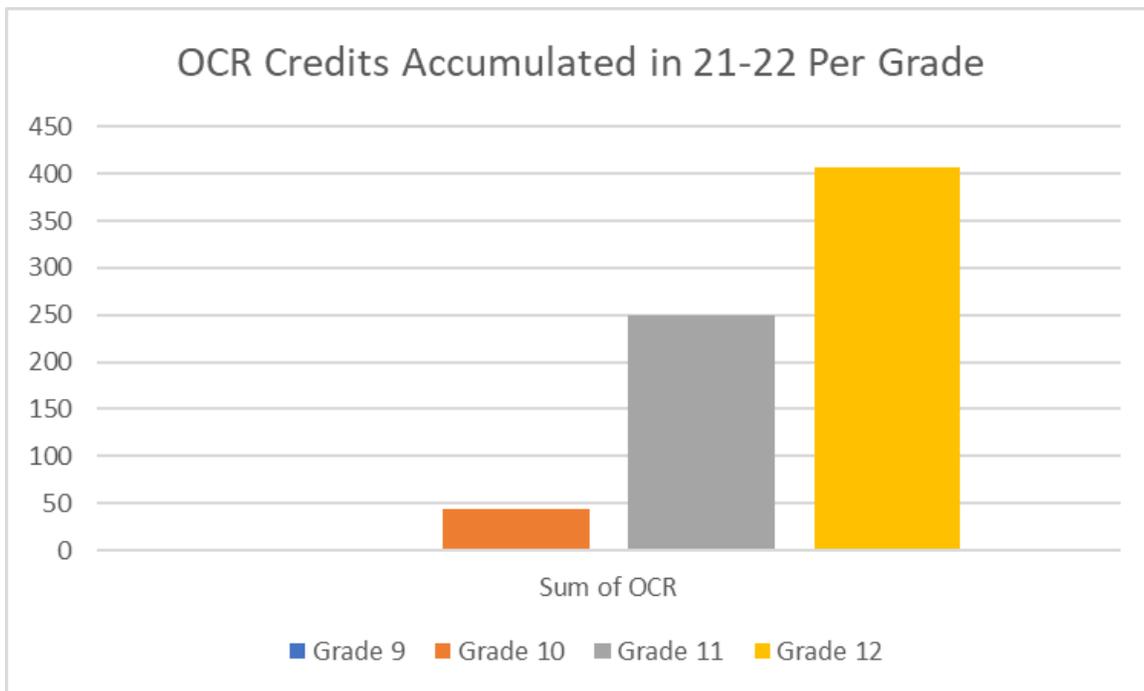
# Research and Evaluation Title I: Virtual Academy

The Virtual Academy of Rochester, which is funded in Title I, offers online college level classes at RIT, ESF and Potsdam. The graph below shows the number of students enrolled in each specific course.



Additionally, the Virtual Academy of Rochester offers online credit recovery classes denoted as OCRs. For students enrolled in the Virtual Academy, 12% of all credits accumulated in the 2021-22 school year were OCR credits and these students averaged .84 OCR credits each.

In the 2021-22 school year, 701.5 credits were recovered through OCR. This school year, students in higher secondary grades accumulated more OCR credits. The graph below shows OCR credit accumulation by grade in the 2021-22 school year.



## Title I, Part A - Critical Next Steps

### Parent and Family Engagement

- Implementation of summer and back to school Parent and Family Engagement activities as outlined in school plans.

### School Improvement

- Continued training and planning for the implementation of AVID programming at several schools.

### Rank and Serve

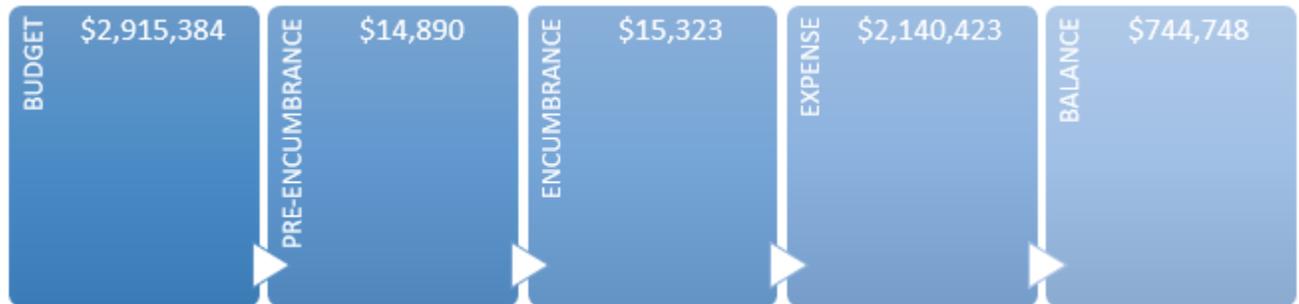
- Summer programming for students

## Title II, Part A – Supporting Effective Instruction

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)

## Programmatic Progress: School Improvement Supports

Instructional coaches continue to be 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

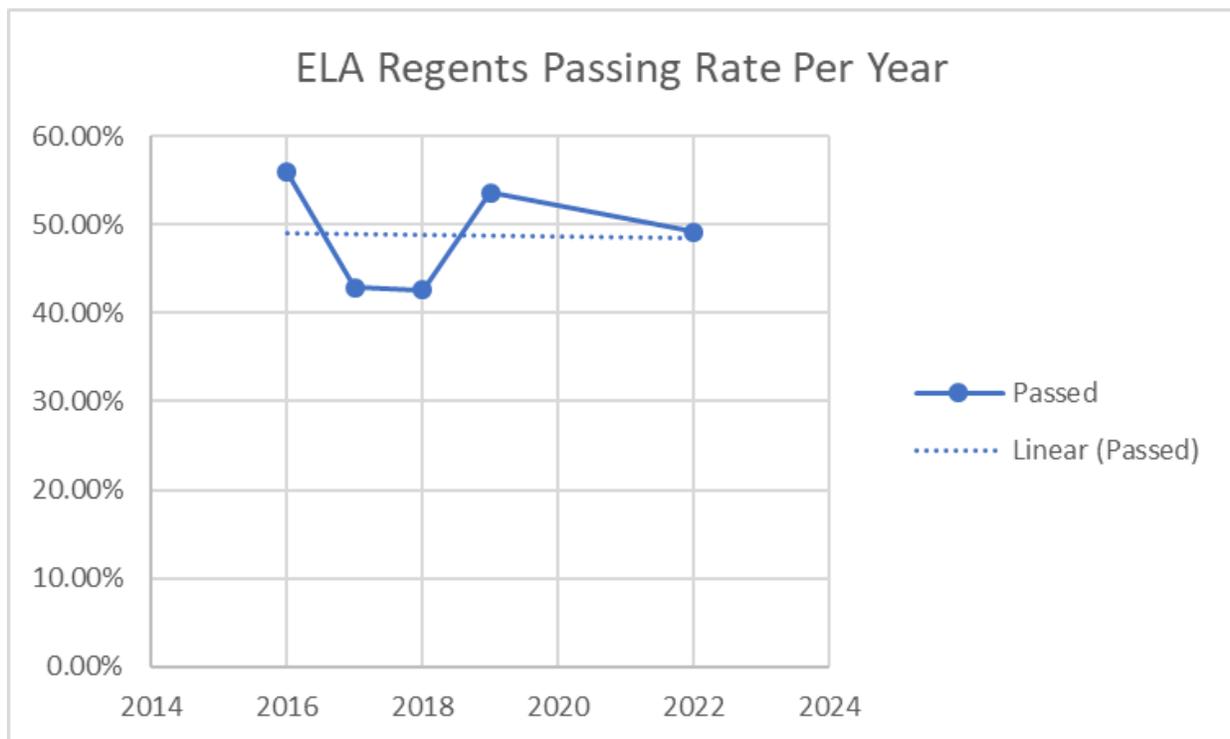
Services they have provided include:

- 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

## Research and Evaluation: Title II

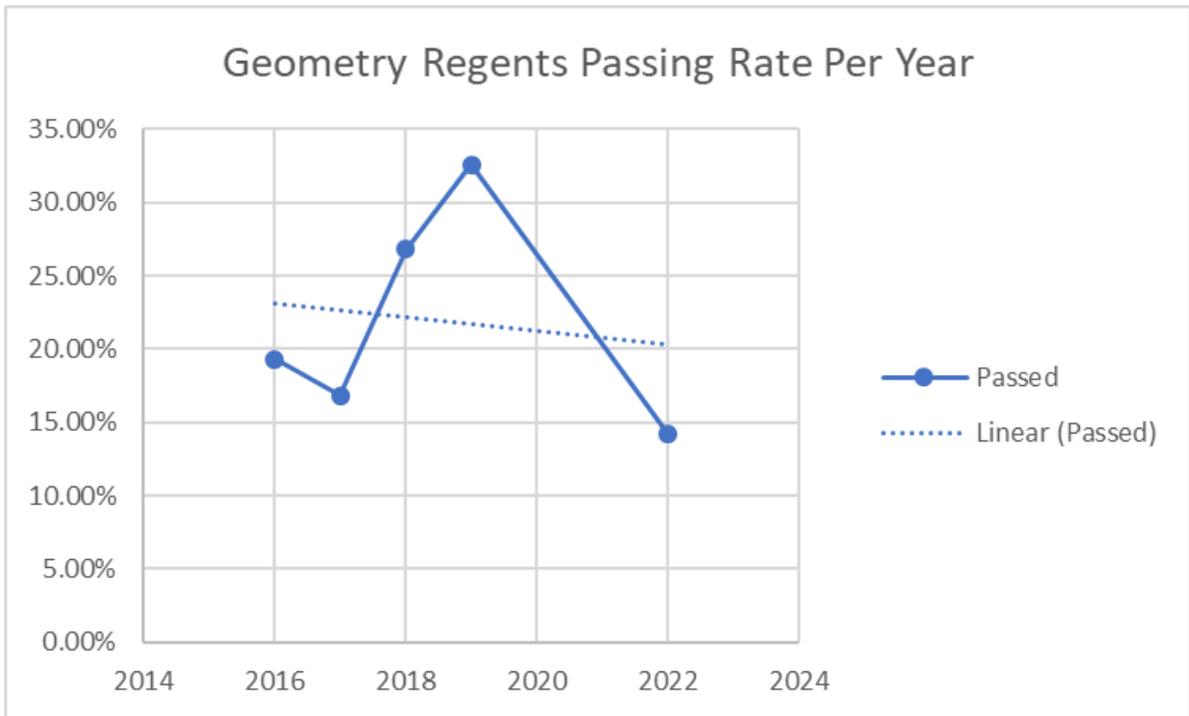
Title II funds instructional coaches for ELA, math, science, and social studies. For NYS Regents exams, scores are assigned one of five levels. Level three and above reflects a passing score. Failing Regents exams can set students back for graduation and matriculation.

ELA results for students grades K-8 are outlined in the Title I i-Ready reading analysis above. The Regents ELA exam has been disrupted during the pandemic, but on average in the last five applicable June exams (2016-2019 and 2022), there has been a 1.59% yearly drop in students passing. The below graph shows the passing percentage trend for the ELA Regents, as well as a linear trend line.



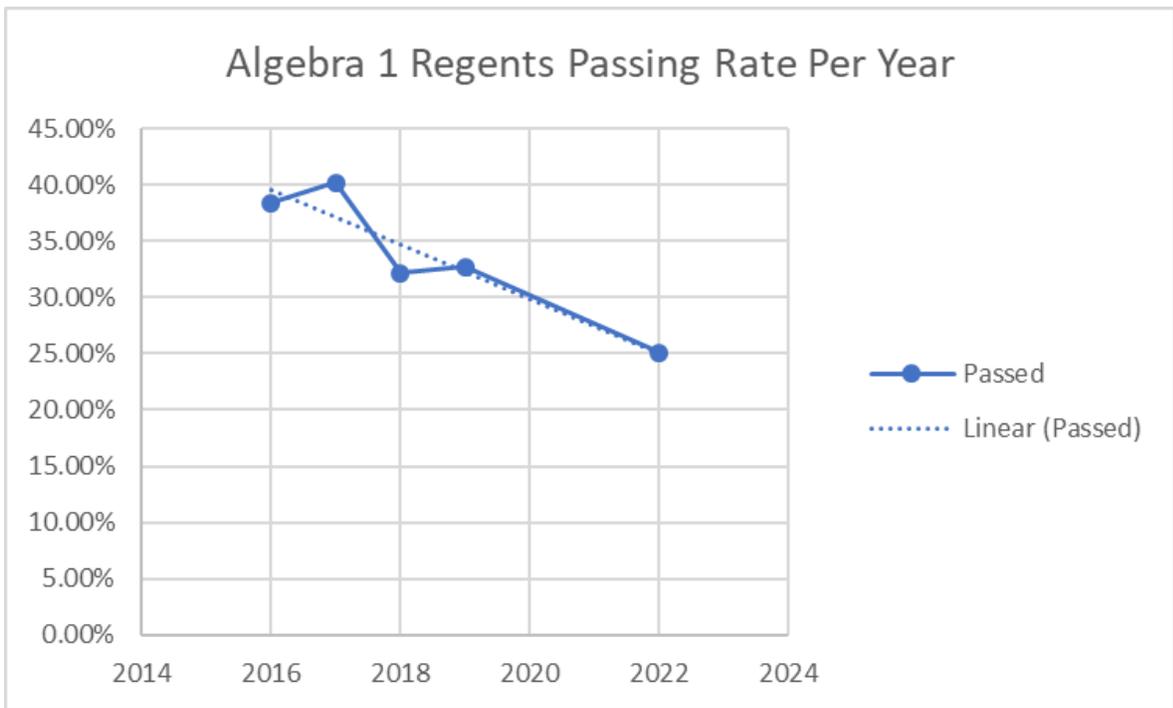
The overall linear trend is negative and though students did worse on the ELA Regents in 2022 than they did in 2019, they did perform better than years 2017 and 2018.

Math results for students grades K-8 are also outlined in the Title I i-Ready reading analysis above. The two most frequently taken math Regents exams are Geometry and Algebra 1. Using the last five applicable testing periods, there is a 2.94% increase of yearly exam passers in Geometry and a 9.23% decrease in yearly exam passers in Algebra 1. The graph below shows the trend in Regents Geometry scores.



As the above graph shows, there was a steep increase in exam performance in 2018 and 2019, which is accompanied by a 56.44% decrease in exam passage rate in 2022.

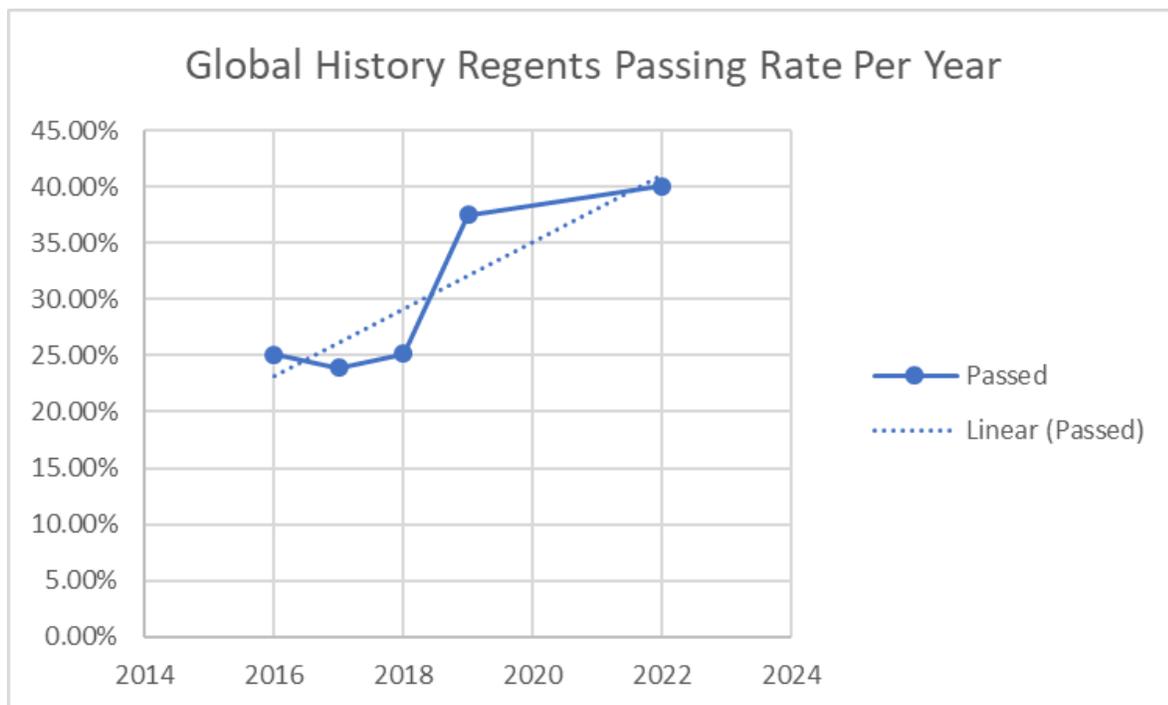
The graph below shows the trend in Algebra 1 Regents scores.



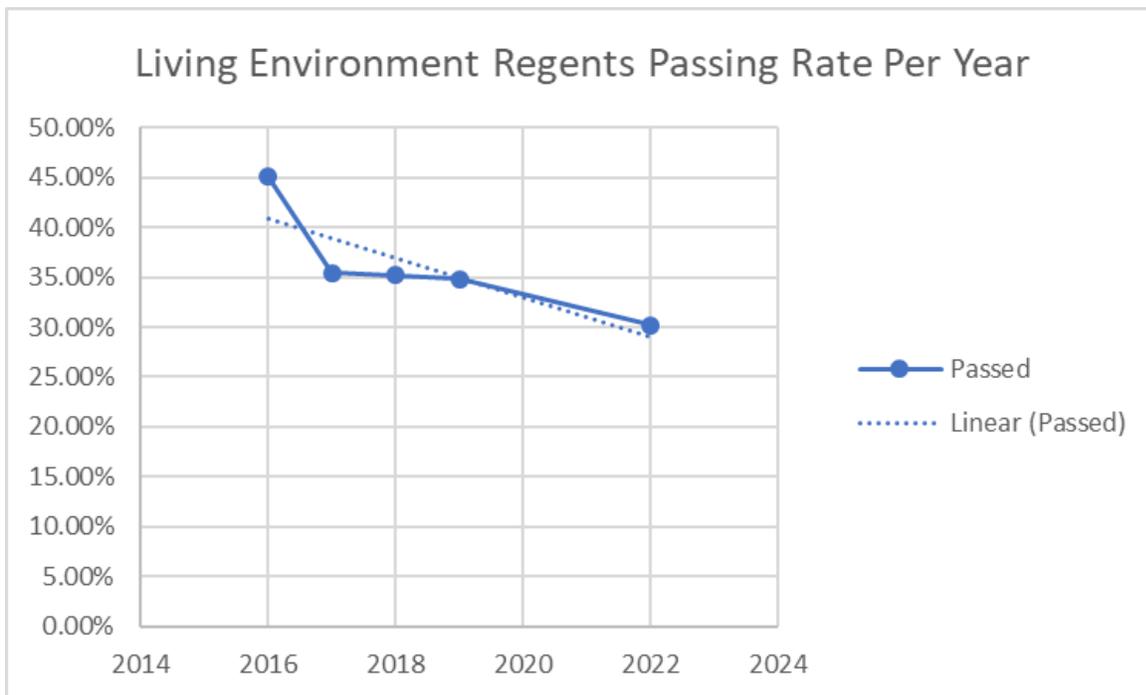
This chart shows a linear decline in exam passing rate beginning in 2016. In 2022, there was a negative 23.24% change in students who passed the exam compared to 2019.

Math scores seem to have been negatively affected by the pandemic and effective instructional coaching alone could not fully reverse the trend of learning loss in the 2022 school year.

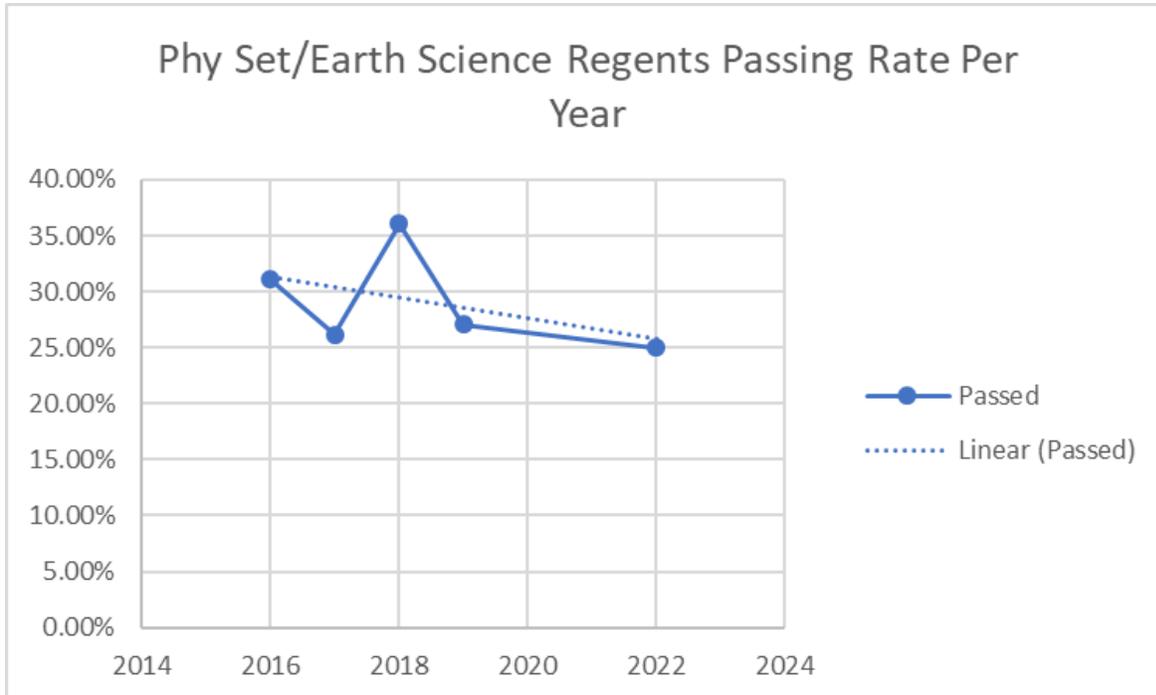
The Global History Regents exam shows one of the most positive trends in RCSD academics. In the last five applicable Global History Regents exams, there is an average 14% increase in year to year passing rate. This trend is very positive and the graph below shows applicable data points as well as the overall linear trend.



The two most frequently tested science Regents exams are the Living Environment exam and the Earth Science exam. The Living Environment Regents exam results over the last five applicable testing years shows an average 9.11% decrease in test passage rate year to year. The graph below shows the trend in Living Environment Regents exam passage rate.



The Earth Science Regents exam results over the last five applicable testing years show an average 2.67% decrease in test passage rate year to year. The graph below shows the trend in Phy Set/Earth Science Regents exam passage rate.



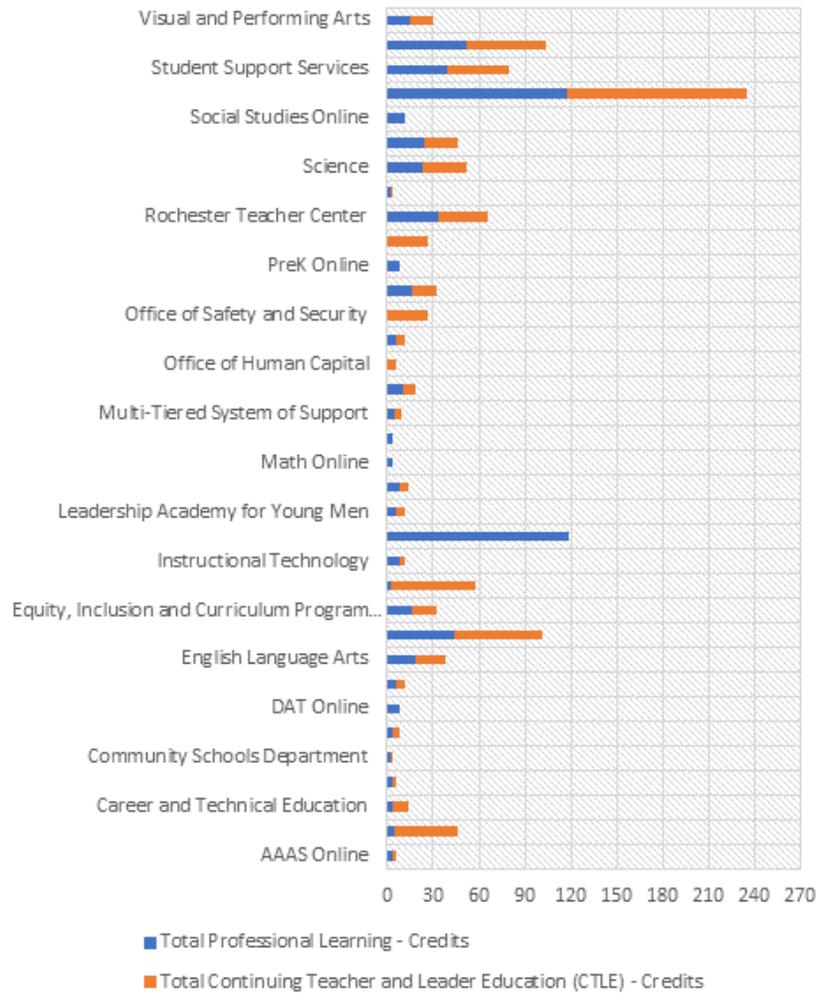
## Critical Next Steps

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

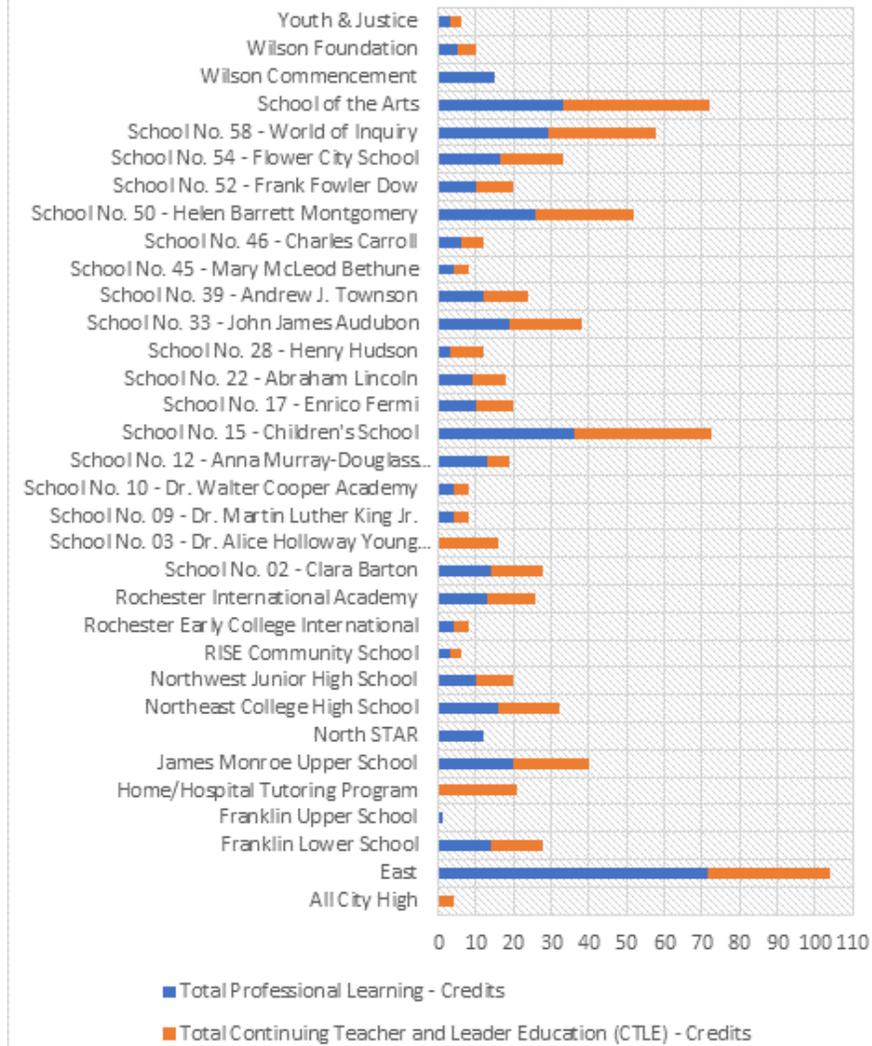
## Programmatic Progress: Professional Learning

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, as of 6/30/2022:

## Professional Development Credits Offered by Dept/Initiative Specific Sources



## Professional Development Credits Offered by School/Program Site



### Critical Next Steps: OPL

- Summer Professional Development for staff members and parents available through the Summer Professional Learning Catalog
- Hold annual Leadership 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

### Critical Next Steps: OHC

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. 3.0 FTE Recruiters were added to assist with 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.

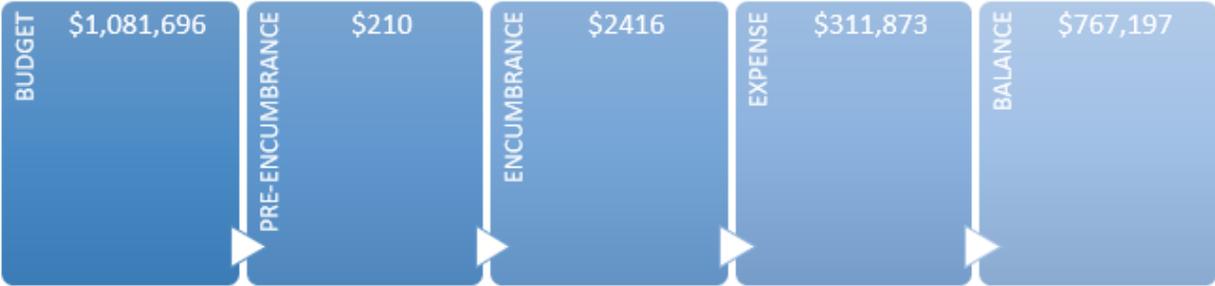
## Title III – Language Instruction for English Language Learners and Immigrant Students

In 2021-2022, the Rochester City School District (RCSD) served 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.

The Rochester City School District was awarded an allocation of \$590,064 for the 2021-2022 school year and also had an available \$491,632 from 2020-2021 in carryover bringing the total funds available to \$1,081,696.

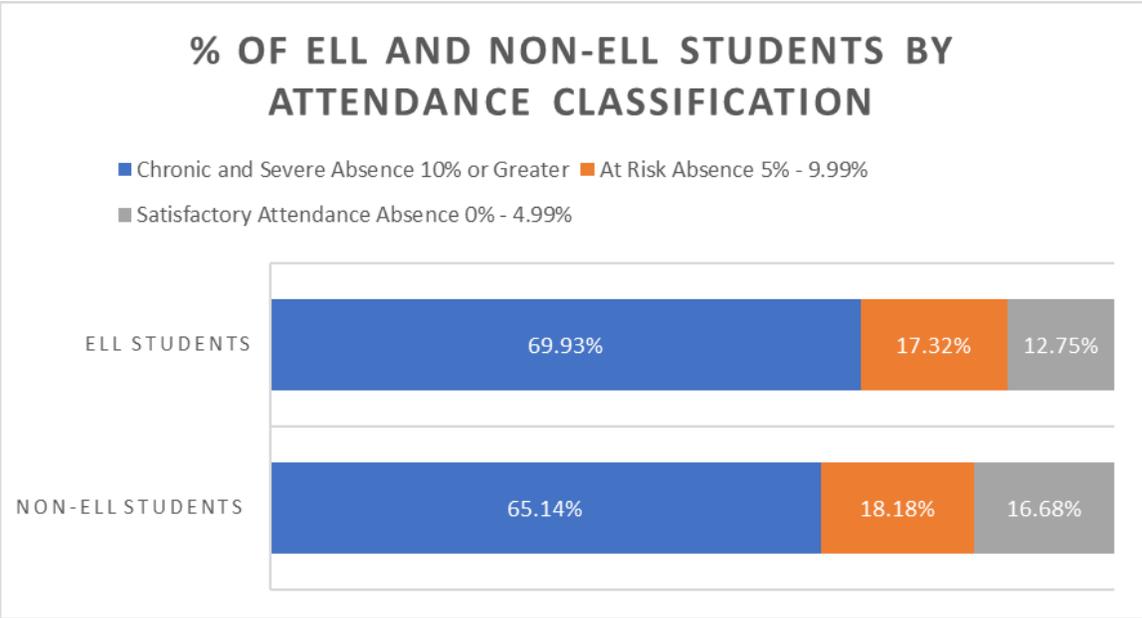
### Overall Fiscal Progress



*\*\$268,043 of the balance is directed towards the Summer Language Academy*

## Research and Evaluation: Title III

Initiatives to support ELL students are funded in Title III. Below shows the attendance classification percentage of ELL and Non-ELL students in the 2020-21 school year.



ELL students had a greater frequency of worse attendance classifications than non-ELL students. Additional information about ELL students in RCSD can be found in the Title I research and evaluation section.

Also funded through Title III is the Summer Language Academy. This program will utilize the American Reading Company curriculum materials and resources as well as reading comprehension and grade level scaffolded text. This program will last for 20 days this summer between July and early August. Approximately 150 students will be attending the Summer Language Academy and further analysis will be performed after the program is completed.

### 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) organized summer programming specific to this student population.

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

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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



*\*\$1,020,133 of the balance has been directed towards summer programming*

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

- PreK Gagle (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%)

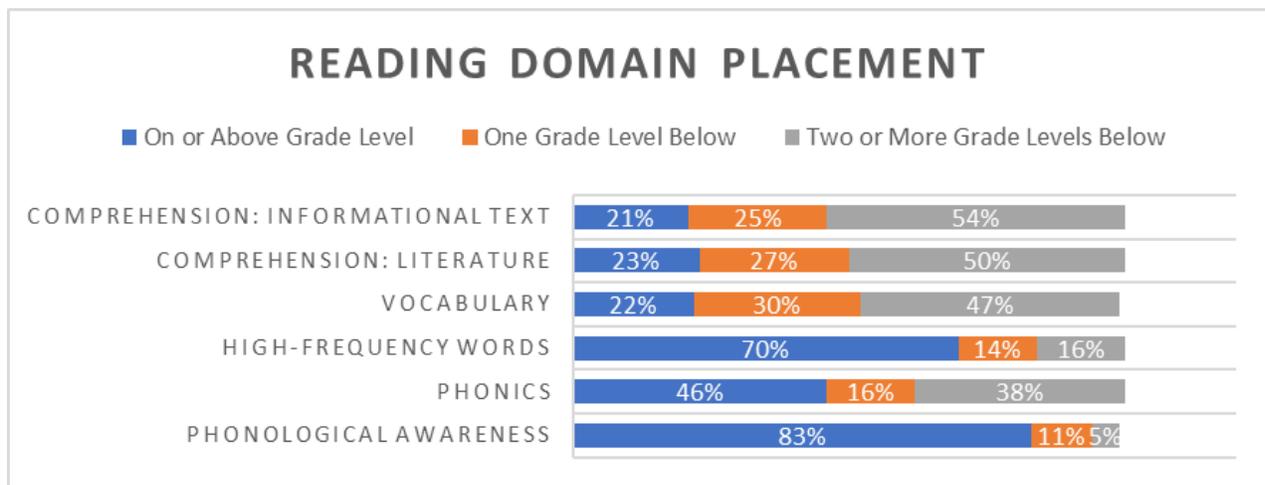
RCSD's Title IV programming will employ restorative practices, instructional opportunities with visiting cultural authors, a rigorous health curriculum, and engaging play activities to build relationships and promote student social and emotional health.

- 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

A new reading curriculum for K-5 students was funded through Title IV. The impact of this curriculum can be evaluated through the K-5 Spring i-Ready reading domain exam results.

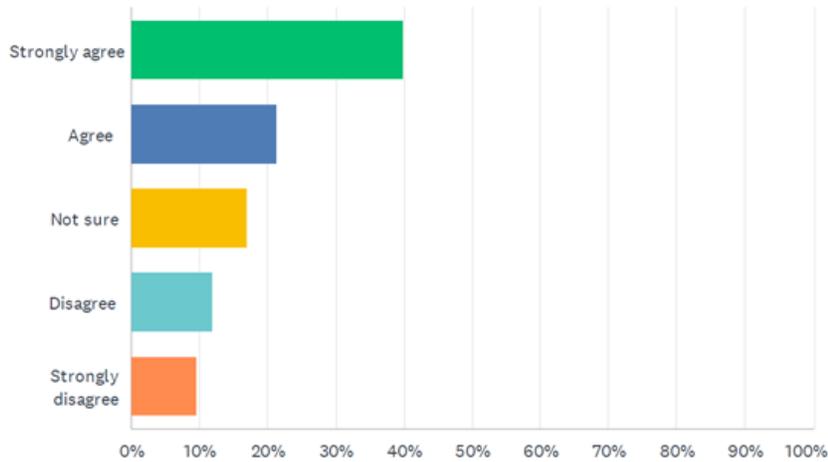


RCSD students are performing extremely well in the domains of phonological awareness and high-frequency words. Next year, comprehension: informational text, comprehension: literature, vocabulary and phonics achievement will be compared to this baseline year for further analysis.

Social emotional learning initiatives were funded in Title IV in the 2021-22 school year. One of the best indicators of social emotional health is incidents/suspensions. These trends can be seen in the “Incident and Suspension Rates” graph in the Title I portion of this document. These trends show that RCSD students struggled with social emotional health in the 2021-22 school year. One possible reason for this is the difficult adjustment that students faced due to COVID-19. Below is the result of a question on the 2021 Youth Risk Behavior Survey.

### Q99 Do you agree or disagree that doing your schoolwork was more difficult during the COVID-19 pandemic than before the pandemic started?

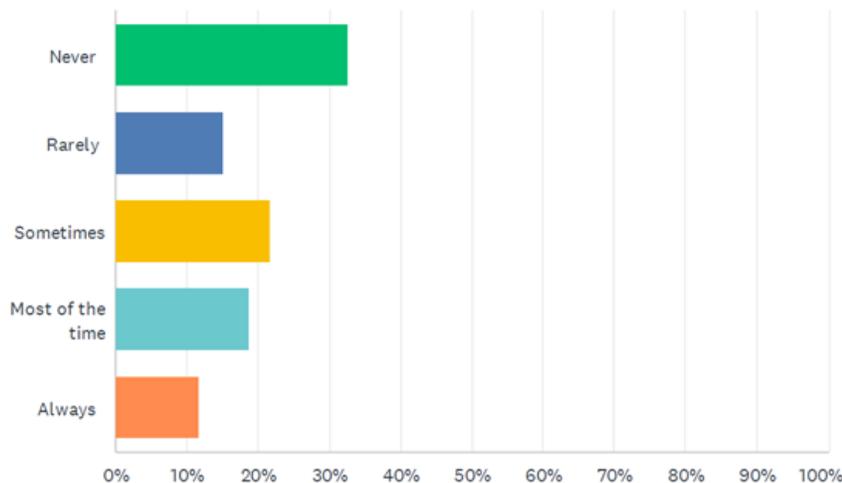
Answered: 2,067 Skipped: 356



Students struggled with adjusting to learning amongst COVID-19 mitigation efforts. Though this trend is not unique to RCSD, it does highlight the difficulties faced by many students. Next, is another question result from the 2021 Youth Risk Behavior Survey.

### Q92 During the COVID-19 pandemic, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression)

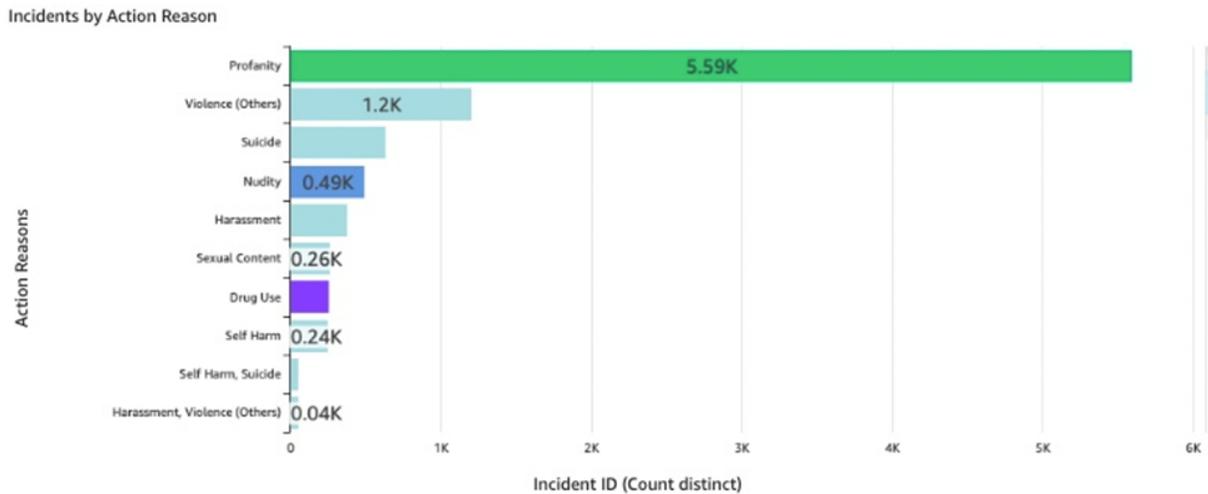
Answered: 2,097 Skipped: 326



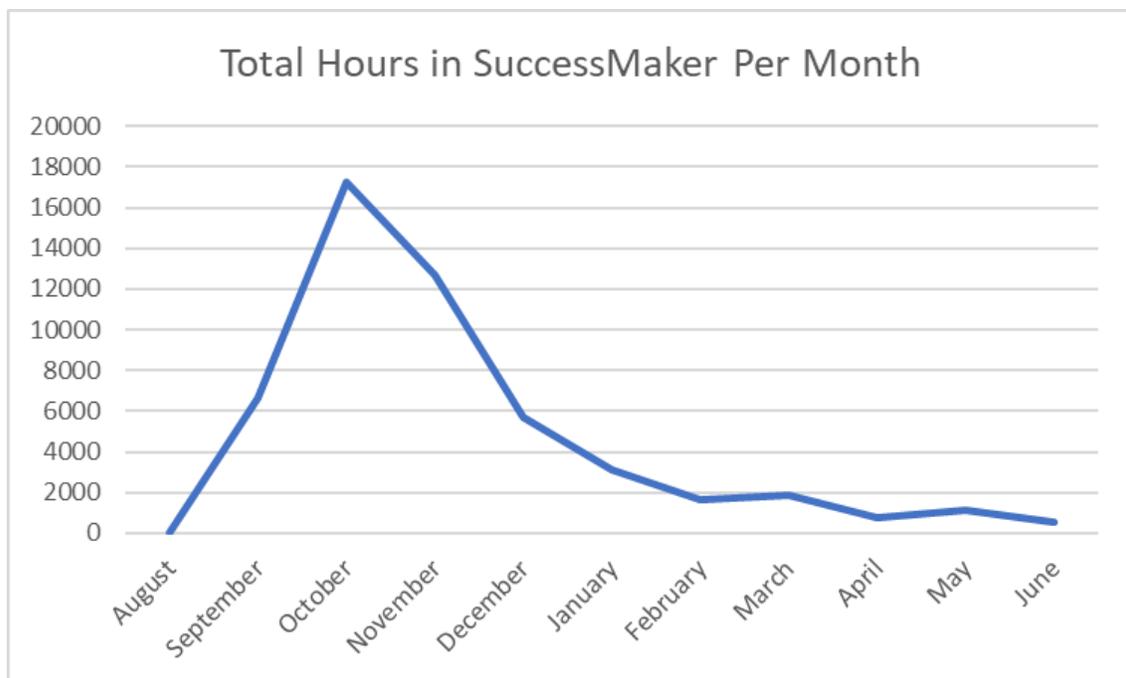
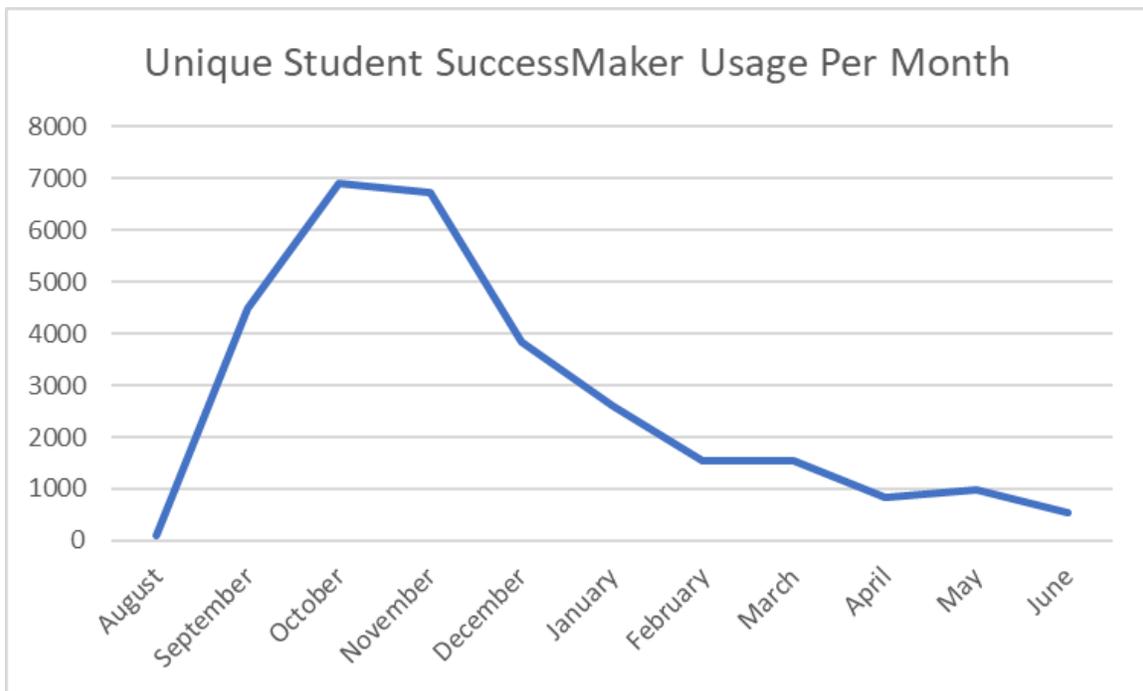
The results of this question show that many students at RCSD struggled with their mental health during the COVID-19 pandemic. Mental health is an important component of social emotional health and the pandemic can be seen as a major stressor to both.

The application Gaggle is funded through Title IV and aims to perform three main tasks. The first is to prevent tragedies in real time. The second is to anticipate and proactively identify struggling students. The third is to guide students to become good digital citizens. In the 2021-22 school year there were 9,280 incidents identified by this online system.

The most commonly identified incident is profanity, followed by violence, suicide, nudity, harassment, sexual content, drug use, self-harm and harassment. Each time an incident occurs the school is notified and can respond.

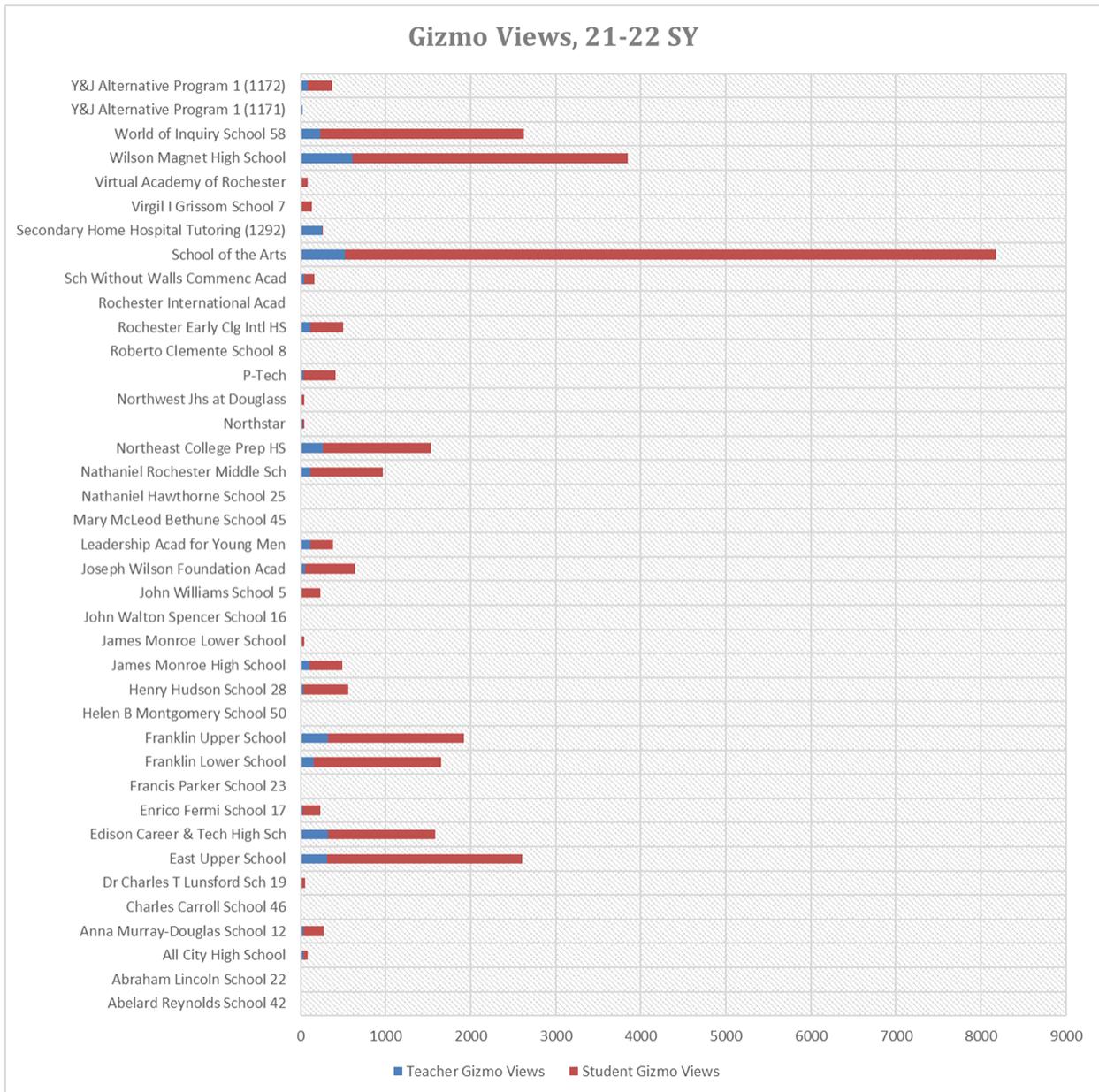


SuccessMaker is an online learning program that works much like a personal tutor for students. In the 2021-22 school year, on average, 2,734 students used SuccessMaker monthly. Additionally, the monthly average total hours spent on SuccessMaker by RCSD students was 4,678. Students who used SuccessMaker averaged 1.71 hours of program usage per month. The graphs below show the year long trend in SuccessMaker usage.

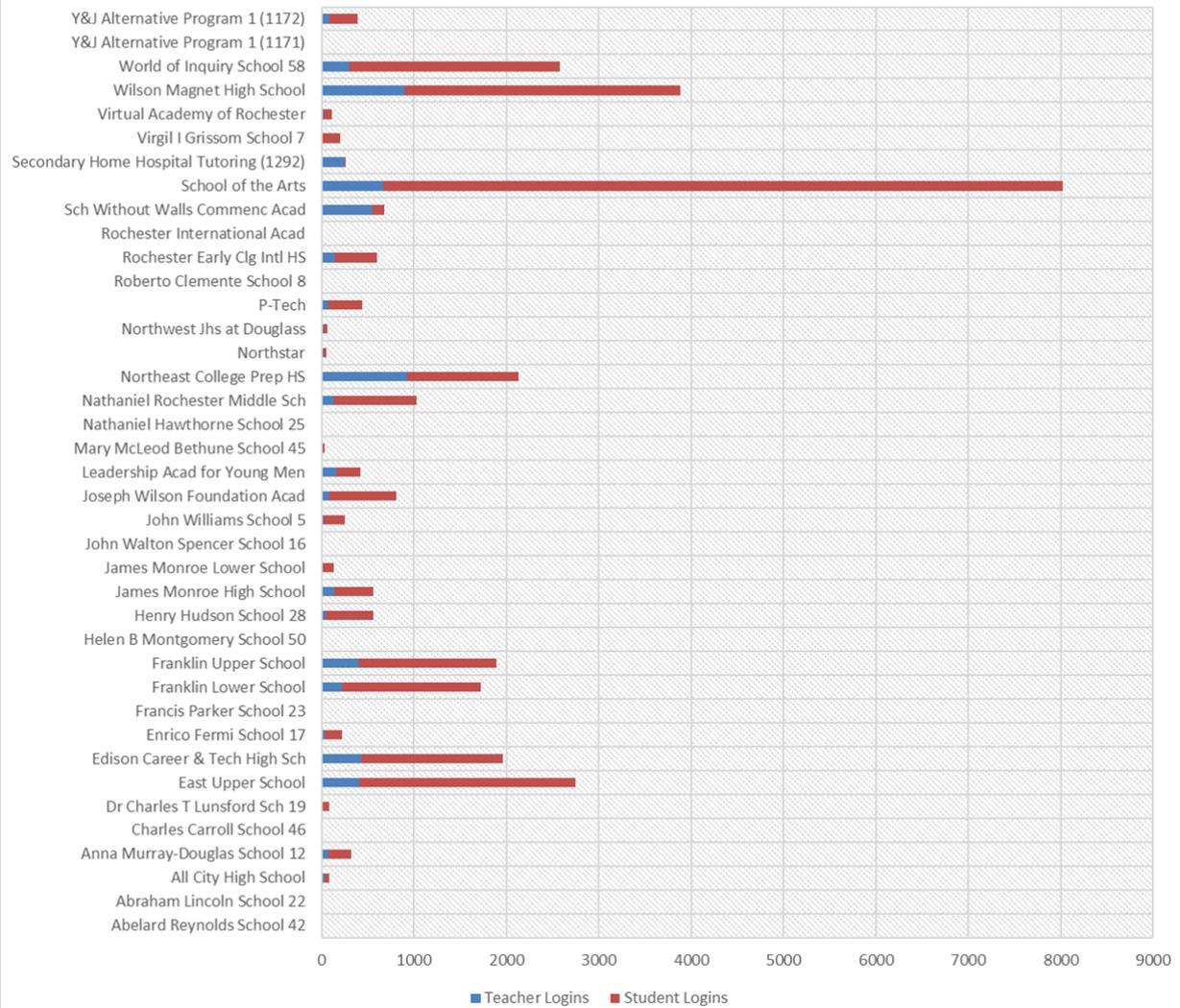


As shown in the graph above, usage of SuccessMaker peaked in October and usage in the later part of the school year was not consistent with the earlier part of the school year.

Gizmo functions as a virtual learning lab and incorporates other math and science lessons. This program is most commonly used by High School level science students. Below shows the views and login activity of both teachers and students.



## Gizmo Logins, 21-22 SY



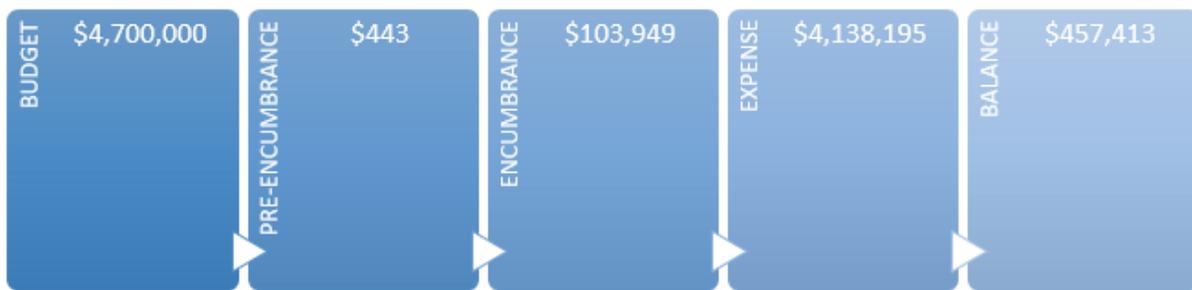
### Critical Next Steps:

- 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



*\*280,134 of the balance is directed towards summer programming*

## Research and Evaluation: Title 1, 1003 Basic

Title I School Improvement 1003 Basic funds intervention prevention teachers, the chart below shows the impact of this additional staffing on school sites.

School	Sum of 1003 Basic (at least partially funded) Intervention Teachers	All Intervention Prevention Teachers	% of Intervention Teachers Funded (at least in part) by 1003 Basic
# 10 - Dr Walter Cooper Aca-ES	1	4	25.00%

# 12 - Anna Murray-Douglass Ac	1	1	100.00%
# 16 - John W Spencer - ES	3	4	75.00%
# 28 - Henry Hudson - ES	4	4	100.00%
# 33 - John James Audubon - ES	4	11	36.36%
# 35 - Pinnacle School - ES	2	2	100.00%
# 7 - Virgil I Grissom - ES	2	2	100.00%
Franklin Upper School	3	9	33.33%
James Monroe Upper School	1	4	25.00%

Without the intervention prevention teachers funded in 1003 Basic, staffing would be significantly decreased in this job title.

For each school by grade configuration in 2021-22, there is on average a less desirable “staff to student” and “teacher to student” ratio for receivership schools compared to non-receivership schools. In the 2020-21 school year, two of four grade configuration school types had a better average “staff to student” ratio for receivership schools than non-receivership schools. Additionally, the average “student to teacher” ratio was superior on average in one of four grade configuration school types in the 2020-21 school year for receivership schools. This shows that in the 2021-22 school year, receivership schools lacked general staffing and filled teacher positions compared to non-receivership schools. Without 1003 funding, these ratios

would be even worse at RCSD’s most vulnerable schools. This trend is compounded by the fact that receivership schools by grade configuration had a higher average positive enrollment change between 2020-21 and 2021-22 than non-receivership schools (as shown in the chart below).

Row Labels	Average Receivership Schools Enrollment Change (20-21 to 21-22)	Average Non-Receiverhip Schools Enrollment Change (20-21 to 21-22)
Grades: 9-12	5.77%	-2.90%
Grades: PreK-6	5.39%	-4.46%
Grades: PreK-8	-3.68%	-8.74%
Grades: PreK-9	-3.84%	-6.68%

### Critical Next Steps

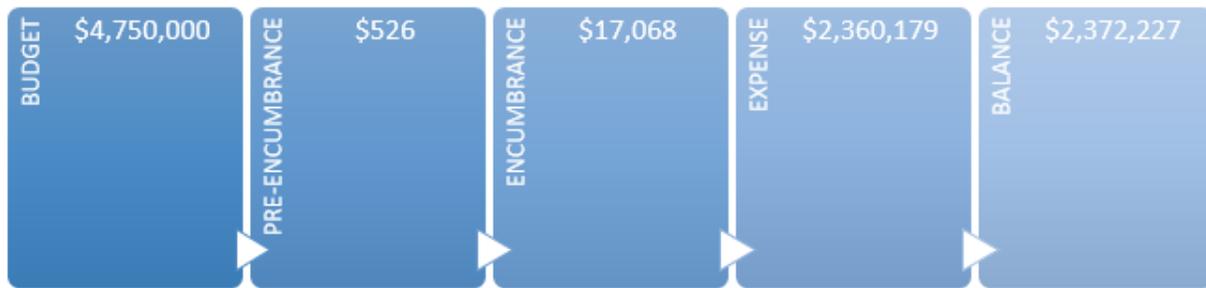
- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.
- Schools that have identified 1003 Basic as a funding source for summer programming are currently offering programming

### Title I, School Improvement 1003 Targeted

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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



*\*\$1,493,579 of the balance is directed towards summer programming*

## Research and Evaluation: Title I, 1003 Targeted

Title I Improvement 1003 Targeted also funds intervention prevention teachers, the chart below shows the impact of this additional staffing on school sites.

	Sum of 1003 Targeted (at least partially funded) Intervention Teachers	All Intervention Prevention Teachers	% of Intervention Teachers Funded (at least in part) by 1003 Targeted
# 10 - Dr Walter Cooper Aca-ES	2	4	50.00%
# 16 - John W Spencer - ES	3	4	75.00%
# 19 - Dr CharlesT Lunsford-ES	10	11	90.91%
# 28 - Henry Hudson - ES	3	4	75.00%
# 33 - John James Audubon - ES	9	11	81.82%

# 45 - Mary McLeod Bethune-ES	2	8	25.00%
# 8 - Roberto Clemente - ES	4	4	100.00%
Franklin Lower School	1	1	100.00%

Without the intervention prevention teachers funded in 1003 Targeted, staffing would be significantly decreased in this job code. On average, 74.72% of intervention teachers at schools were at least partially funded through 1003 Targeted.

For evaluation related to receivership schools see the 1003 Basic evaluation section.

**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.

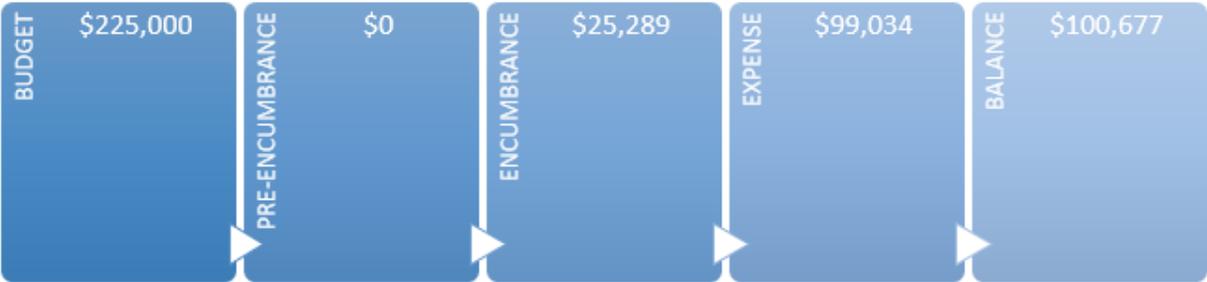
**Title I, School Improvement 1003 High School Redesign**

Title I, School Improvement 1003 High School Redesign is available to non-Receiverhip 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
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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



*\*31,380 of the remaining balance is directed towards summer programming*

### Research and Evaluation: Title I, 1003 HSRD

Franklin Upper offers after-school programming, Saturday school and OCR programming funded through 1003 High School Redesign.

In the 2021-22 school year, 221 students were enrolled in the Franklin Upper after-school program. Of those who enrolled, 186 attended the after-school programming. Credits earned in this after-school program totaled 129. Of the 186 students that attended the after-school program, 146 showed marking period recovery (at least one grade moved from failed to passed). With 78% of students attending the program showing marking period recovery, this program has made a significant impact on student performance at Franklin Upper.

In the 2021-22 school year, 107 students were enrolled in the Franklin Upper Saturday school. Of those who enrolled, 74 attended Saturday school. Credits earned in this Saturday school program totaled 138. Of the 74 students that attended the Saturday school program, 68 showed marking period recovery (at least one grade moved from failed to passed). With 92% of students attending the program showing marking period recovery, this program also has made a significant impact on student performance at Franklin Upper.

In the 2021-22 school year, 61 students were enrolled in the Franklin Upper OCR program. Of those who enrolled, 58 attended the OCR program. Credits earned in this OCR program totaled 115. On average, each student who attended the OCR program earned 1.98 credits

## Critical Next Steps

- Summer programming funded by the 1003 High School Redesign grant is currently being implemented