

2016-17 Contract for Excellence Narratives

Program Narrative - Please address changes in your existing C4E programs, including any redesign or reallocation. Also, describe how activities support the Regents Reform Agenda.

In 2016-2017, the Rochester City School District (RCSD) will continue many Contract for Excellence (C4E) initiatives that support the Regents Reform Agenda. The following C4E-funded activities will help students to meet ELA and Math standards as well as increase the college and career readiness of students:

Extended Day and Extended School Year programs are provided for students who are not demonstrating proficiency on NYS assessments as part of NYS-mandated Academic Intervention Services.

In-School Suspension (ISS) keeps students who receive a suspension at school in a learning environment. An identified "ISS Room" provides continued instruction and maintains engagement in the educational setting and process.

The LyncX program promotes a personalized learning environment in which students who are placed on long-term suspension can continue their academic program. Students experience ongoing relationships with caring adults, a safe place with structured activities, and access to services that promote healthy life styles, including physical and mental health.

New Beginnings delivers a complete high school educational program to school-aged males who have been involved or are at risk of becoming involved in the criminal justice system. Academic programming, including credit recovery, is delivered by RCSD, and wrap-around services are provided by a community-based organization.

English Language Learners educational needs are supported by bilingual and ESOL (English for Speakers of Other Languages) teachers and support staff, and activities in the Department of ELL. More than 3,300 RCSD students are ELLs (12% of the total District enrollment) and speak more than 70 languages.

All City High is focused on providing extensive choices to learners through an expanded learning approach that embeds multiple pathways into the school's organization. The scheduling includes non-traditional days and clustered teams. The program is organized into small learning communities with class sizes of no more than 25 students. In addition the program has a low student/counselor ratio with individual graduation mapping and post-graduation planning to ensure success.

Rochester International Academy (RIA) provides new immigrant students with an instructional program that simultaneously develops English language proficiency while facilitating their acquisition of content knowledge. RIA also emphasizes parental and community involvement to not only enrich the school community, but to begin the transition of the families into their new school, city, and country.

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Targeting Narrative - Please address both student educational need and building-level accountability status as reflected in the attached Targeting Matrix. Explain how the district and school Comprehensive Plan supports the program.

See February 2016 Accountability Status: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

The building level accountability statuses in the targeting matrix reflect the accountability citation as of the 2016-2017 school year based on 2014-15 performance. The need throughout the District is high. The majority of schools have an economically disadvantaged subgroup of 30 or more students. Performance for each subgroup of need varies from school to school; however, students with disabilities systemically are struggling to make progress.

All RCSD schools, that are designated “Priority” or “Focus”, write a School Comprehensive Educational Plan (SCEP) or School Improvement Grant (SIG), that is based on their citation and updated annually. Professional development for principals and school representatives is conducted throughout the year, and school teams are required to implement the SCEPs. The ultimate goal is to develop a SCEP/SIG that addresses academic need (especially for the ELL and Special Education populations using the DTSDE rubric as the basis) as its first priority and provides activities to support an effective functioning total school. The required elements of the CEPs are:

- Plans based on the DTSDE rubric and from feedback from either NYSED school review or self-assessment documents also based on the DTSDE.
- Data-driven plans that are aligned with the identified needs of the building and related specifically to English Language Arts (Literacy in the Content Area), Math, and graduation rates;
- Action steps toward correction of the cited area;
- Root cause analysis of cited area;
- Disaggregated data; and
- Integration and implementation of district benchmark.

The Rochester City School District is a high-need district, as evidenced by its overall student poverty rate in excess of 90% (as determined by free and reduced-price lunch eligibility). In addition, 18% of the RCSD student population are students with disabilities, and 12% are English Language Learners. As such, any program at any RCSD school will serve a large proportion of targeted C4E students. The District’s Contract for Excellence targets more than 75% of its funds at students with the greatest needs as measured by the 75/50 Rule (i.e., 75% of C4E funds must support the 50% of schools with the greatest student needs as measured by the C4E targeted populations of poverty, students with disabilities, English Language Learners, and students with low achievement.) This requirement will be addressed in the District’s Contract through a combination of direct programs at schools and other funds used to support the Comprehensive District Planning Process.

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Performance Narrative - Describe the district's expected performance targets for the accountability criteria and disaggregated groups for those schools within the district not in good standing.

RCSD sets performance goals for each school and site-based program annually. These performance targets are based on the school's previous year's performance and the Annual Measurable Objective (AMO) for the coming school year. There were very few schools that missed making Adequate Yearly Progress (AYP) for just a single subgroup this school year. The majority of schools who failed to make AYP failed for multiple subgroupings of students. For many of these same schools, one student may be a member of two or more subgroups. These schools are failing to make AYP for the All Students group as well as smaller subgroups. Superintendent's goals focus heavily on what a school needs to do to make AYP for the All Students group and looks at growth goals for high needs subgroups. Schools that traditionally have made AYP for the third indicator and who have failed to make AYP in ELA or math, are given the performance target set for safe harbor. For schools that do not make AYP for the third indicator, the school is given the AMO for that subject area.

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Experimental or District-wide Programs Narrative - If applicable.

District-wide programs include:

- LyncX program - A personalized learning environment where students who are placed on long-term suspension can continue their academic programs and experience on-going relationships with caring adults, a safe place with structured activities, and access to services that promote healthy life styles, including physical and mental health. LyncX also has a component to help students who have been involved in the criminal justice system to re-integrate into the academic program as well as the larger community.
- New Beginnings - A complete high school educational program for school-aged males who have been involved or are at risk of becoming involved in the criminal justice system. Academic programming, including credit recovery, is delivered by RCSD, and wrap-around services are provided by a community-based organization.
- All City High is focused on providing extensive choices to learners through an expanded learning approach that embeds multiple pathways into the school's organization. The scheduling includes non-traditional days and clustered teams. The program is organized into small learning communities with class sizes of no more than 25 students. In addition the program has a low student/counselor ratio with individual graduation mapping and post-graduation planning to ensure success.
- Rochester International Academy (RIA) provides new immigrant students with an instructional program that simultaneously develops English language proficiency while facilitating their acquisition of content knowledge. RIA also emphasizes parental and community involvement to not only enrich the school community, but to begin the transition of the families into their new school, city, and country.
- Young Mothers & Interim Health Academy provides a safe, challenging, supportive and student-centered educational setting for pregnant RCSD students and students who have exhibited school avoidance behaviors. Counseling is an integral part of the program and services are coordinated with other outside agencies. Life skills, problem solving, graduation and career goals are addressed within the school day.