ROCHESTER CITY SCHOOL DISTRICT

QUARTER 4 REPORT 2022-2023

ESSA FUNDED PROGRAMS

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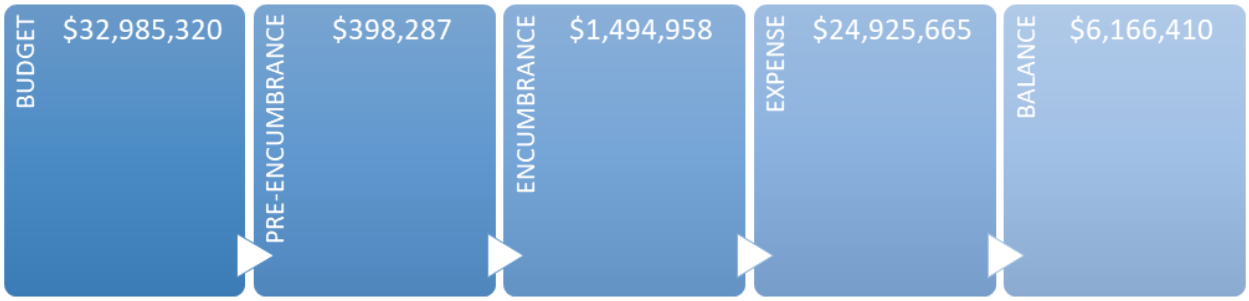
Title I, Part A – Improving Basic Programs Operated by LEAs

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's Title I allocation increased to a total of $30,153,080 (not including carryover) for the 2022-2023 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:

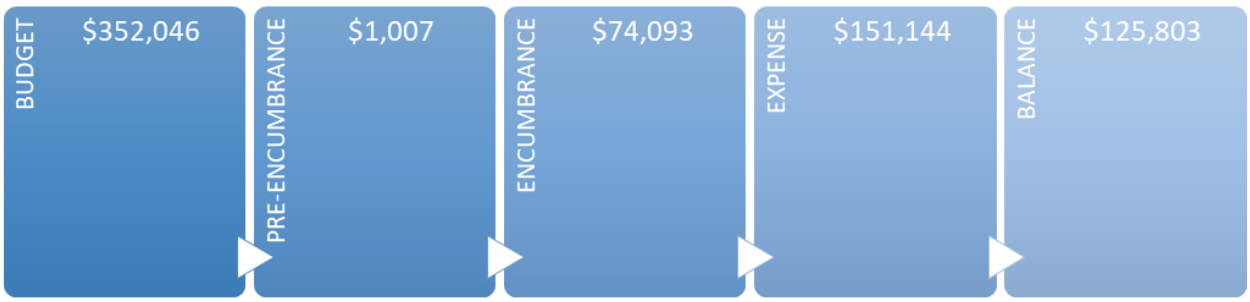
- Out-of-school time intervention or acceleration programming
- Targeted interventions for at-risk students
- Increased access and support for digital learning
- Increased access to online recovery programs for secondary students
- Full-day kindergarten
- Supports for implementation of Next Generation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

Title I, Part A Overall Fiscal Progress



Parent and Family Engagement (~$375K or ~1%)

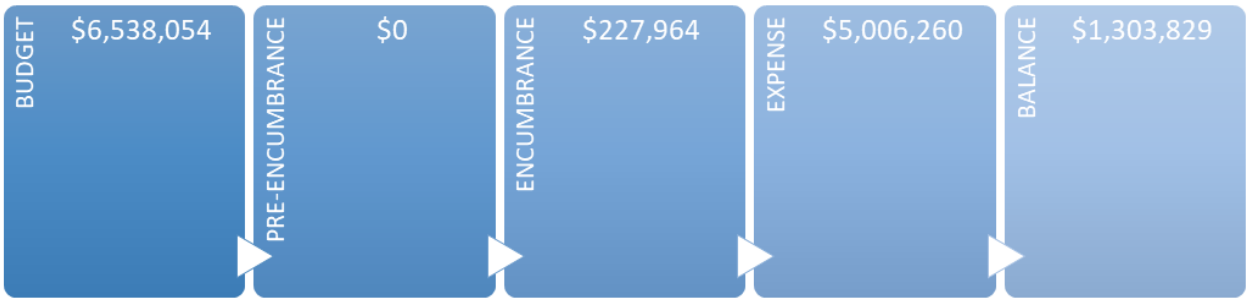
It is required that at least 1% of the Title I, Part A allocation is reserved to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. Schools are currently working on implementing approved plans.



School Improvement Reserve (~$6.8M or ~21%)

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

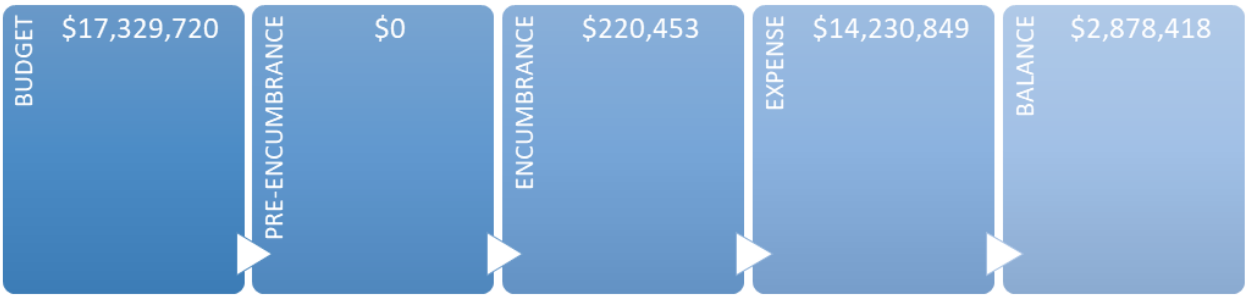
- Contracts for school improvement initiatives such as AVID
- Supports for continued implementation of Next Generation Learning Standards
- Progress monitoring tools such as Data Warehouse and PSAT/SAT
- Additional supports for schools in CSI and CSI-R accountability statuses
- SAMs Innovation Conference
- Supports for School Innovation



Rank and Serve (~$21.8 M or ~66%)

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
- Instructional Technology TOAs
- Virtual Academy teachers
- Supplemental school-based staff and programming



Title I, Part A - Critical Next Steps

Parent and Family Engagement

- Continued implementation of Parent and Family Engagement Plans
- Implementation of summer Parent and Family Engagement Activities

School Improvement

- Continued training and planning for the implementation of AVID
- Summer School offerings

Rank and Serve

- Provision of Intervention Supports
    - Formal linkage of all Intervention-Prevention Teachers to student groups

Budget Development for 2023-24

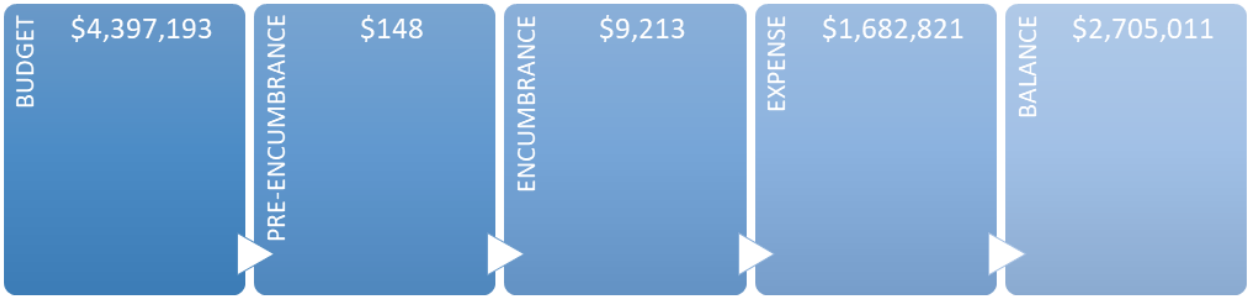
- Apportioning Rank and Serve funds according to school data profiles

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

Title II, Part A Overall Fiscal Progress



**Including carryover from 2021-2022*

School Improvement Supports (~$545K or ~25%)

- 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.

Professional Learning (~$1.2M or ~55%)

- TOAs and hourly pay to support professional learning
- Conference and registration fees
- Computer Software such as TrueNorth Logic, Teachscape, etc.
- Presenters for staff and students
- Operational supports for the Office of Professional Learning (~$127K

Human Resources (~$204K or ~9%)

- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs.
- 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.
- 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.

Critical Next Steps: OPL

- Offering summer professional development opportunities
- Planning of 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

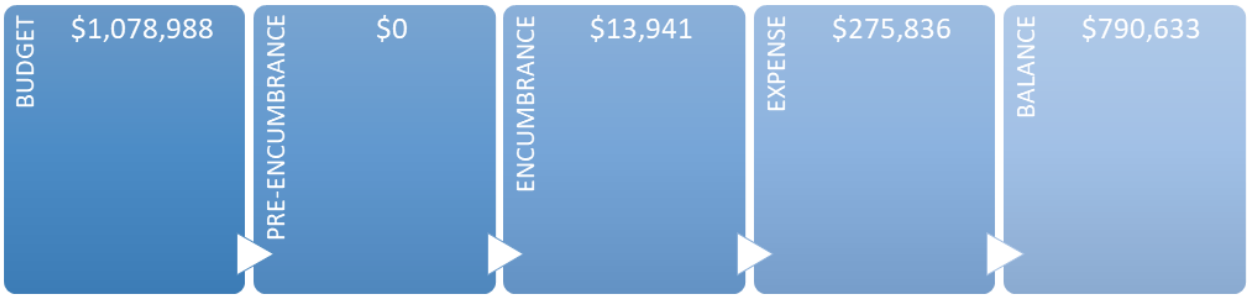
- Continued recruitment events and interviewing to increase availability of staff and facilitate the hiring process.

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

The Rochester City School District (RCSD) serves approximately 3,375 English Language Learners (ELLs)/Multilingual Learners (MLs) which is nearly 15% of student enrollment. More than 60 different languages are spoken across the Rochester City School District and nearly two-thirds of RCSD families who speak a language other than English speak Spanish (3,834). Somali (346) is the next most common language, followed by Arabic (287) and Nepali (153).

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.

Title III Overall Fiscal Progress



**Including carryover from 2021-2022*

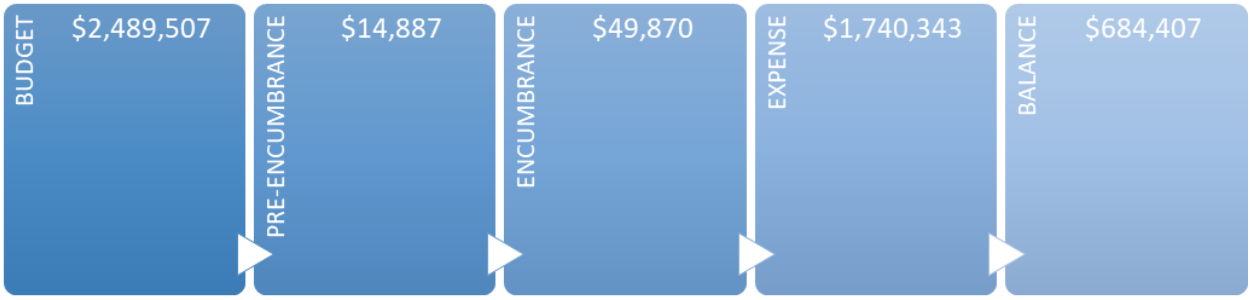
Title III - Critical Next Steps

- Professional Development offerings for teachers and leadership teams
- Parent and Family outreach events
- Implementation of Summer Language Academy

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 Improvement Plan process that incorporates input from the Academic and Fiscal State Monitor appointed to the District by NYSED, The State Monitor's Academic and Financial Plan, a comprehensive needs assessment conducted with Deputy Superintendents and School Chiefs, and a data review at the District and school levels.

Title IV Overall Fiscal Progress



Well-Rounded Education (~$780K or ~49%)

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.

- Roc Restorative TOAs
- Teacher stipends for Districtwide Ensembles Program
- Instructional supplies for Arts and Music programs
- Instructional supports for science, technology, engineering and mathematics, including Castle Learning
- PSAT/SAT resources
- Accelerated Learning Program - Dual Credit ($144K)

Safe and Healthy Students (~$456K or ~28%)

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.

- HECAT teacher hourly pay
- MTSS
- Gaggle Software
- Keyboarding Curriculum
- School Safety Officer Training
- Supports for Equity, Inclusion, and Curriculum

Effective Use of Technology (~$221K or ~14%)

RCSD has deployed personal devices to all students. The District will continue to monitor technology needs and braid funding streams to ensure technology is used effectively both in and out of school.

- Teachers on Assignment to support instructional technology

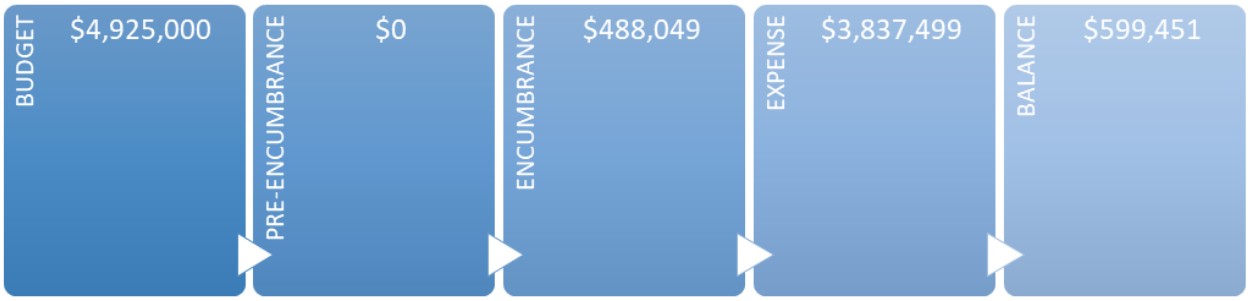
Critical Next Steps

- Monitoring of Gaggle to support safe, effective and appropriate use of devices.
- Ensure equitable access to high quality curriculum.
- Offering summer programming opportunities

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 $225,000 in additional funding, TSI schools receive $75,000 and Target Districts receive $50,000 in funding. The RCSD currently has 14 schools identified as TSI, 6 schools identified as CSI, and 11 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic $4,925,000.

1003 Basic Overall Fiscal Progress



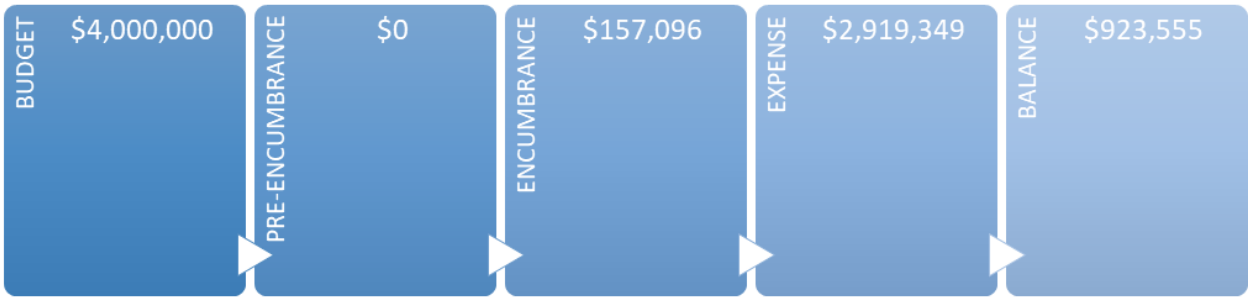
Critical Next Steps

- Summer Learning Institute at all ATSI, CSI, and CSI-R schools

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 2022-2023 school year to support school improvement initiatives aligned with identified targets for the school year. RCSD receives a total of $4,000,000 in Title I, School Improvement 1003 Targeted funds.

1003 Targeted Fiscal Overview



Critical Next Steps

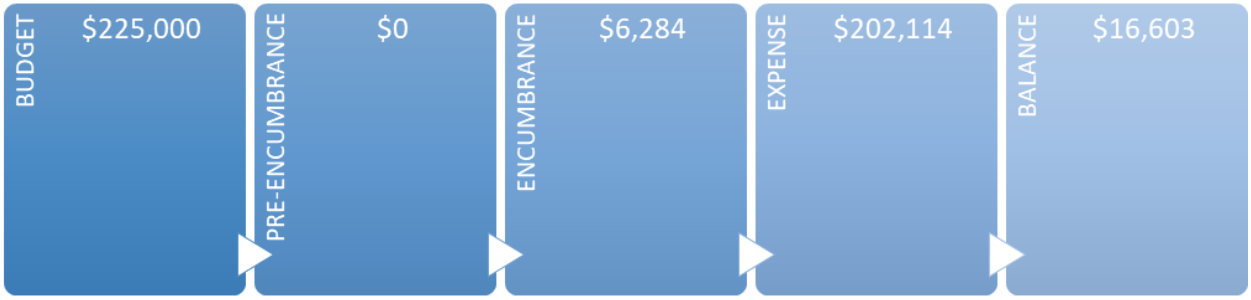
- Summer Learning Institute at all ATSI, CSI, and CSI-R schools

Title I, School Improvement 1003 High School Redesign

Title I, School Improvement 1003 High School Redesign is available to non-Receivership CSI schools. Currently, Franklin Upper School is the only RCSD school participating in the grant. The total allocation for the 2022-2023 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 9th 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 9th 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 9th 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.

1003 HSRD Overall Fiscal Progress



Research and Evaluation for ESSA Funded Programs

After School Programming

After-school programming in the District was expanded significantly by Federal Relief Funds, including CRRSA and ARP. *Figure 1* shows pertinent information about seven RCSD after-school programs with sufficient data linkage in the 2022-23 school year. Three of the seven sites did not provide a description of program activities.

Figure 1. After School Program Enrollment and Description

After School Program	Number of Enrolled Students	Average of Attendance Percentage	Percent Zero Attendance	Average of Attendance (Excluding Zero Percent Attendance)
Dr. Martin Luther King Jr. School (9)	206	41.17%	19.90%	49.15%
Anna Murray-Douglass Academy (12)	158	64.67%	2.53%	65.09%
Dr. Louis A. Cerulli (34)	85	76.04%	0.00%	76.04%
Andrew J. Townson (39)	40	64.39%	10.00%	71.65%
School W/O Walls (69)	74	14.34%	50.00%	18.36%
Franklin Upper (108)	31	28.35%	34.38%	36.01%
Franklin Lower (109)	51	27.70%	15.69%	30.41%

After School Program	Anticipated Students Served	Description of Program Activities
Dr. Martin Luther King Jr. School (9)	*No Information Provided*	*No Information Provided*
Anna Murray-Douglass Academy (12)	120	Nature Based Learning, Sports, Crafts, Techonolgy (Coding/Gaming), andHealthy Living (Cooking)
Dr. Louis A. Cerulli (34)	80	Offered support for students who have the highest need in ELA or mathematics
Andrew J. Townson (39)	*No Information Provided*	*No Information Provided*
School W/O Walls (69)	80-100	Academic and social emotional
Franklin Upper (108)	100	Field trips, cooking, game day, movie day with pizza, popcorn and drinks
Franklin Lower (109)	*No Information Provided*	*No Information Provided*

As shown in *Figure 1*, attendance varies by site, even when excluding zero percent attendees. Additionally, the descriptions of program activities varied greatly.

Traditional Regression Suspension: *(Enrollment in after-school programs had no impact on suspensions)*

A regression analysis was performed for all students who attended at least one day of after-school programming at one of the seven after-school programs listed in *Figure 1*, to ascertain if participating in after-school programming made it less likely for students to be suspended in the 2022-23 school year. The regression model also controlled for: suspensions in the 2021-22 school year, percent attendance in the 2021-22 school year, grade level, gender, LEP status, SPED status, ethnicity/race and poverty indicators. *Figure 2* shows the regression

output, this model has a medium/weak adjusted R-squared, which indicates the model does not explain anymore than about 29% of the variability in the dependent variable (suspensions in the 2022-23 school year). Additionally, the P value for the variable associated with after-school program participation was not significant, which in turn casts doubt on the idea that after-school program participation has any bearing on student suspensions.

Figure 2. Regression Output for Student Suspension

```
##
## Call:
## lm(formula = twoThreeTotalSuspension ~ ParticipatedAS + oneTwoTotal
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = currentDataset)
##
## Residuals:
##     Min      1Q  Median      3Q     Max
## -7.6583 -0.3128 -0.0834  0.0758 17.3810
##
## Coefficients:
##                           Estimate Std. Error t value Pr(>|t|)
## (Intercept)              -0.151417   0.191704  -0.790   0.4297
## ParticipatedAS            0.048192   0.066881   0.721   0.4712
## oneTwoTotalSuspensions    0.488459   0.020306  24.055  < 2e-16 ***
## oneTwo_PercentAttendance  0.150031   0.123441   1.215   0.2243
## GRADE_LEVEL1             -0.010235   0.154094  -0.066   0.9470
## GRADE_LEVEL2             -0.028756   0.157240  -0.183   0.8549
## GRADE_LEVEL3              0.055564   0.151898   0.366   0.7145
## GRADE_LEVEL4             -0.005506   0.154218  -0.036   0.9715
## GRADE_LEVEL5              0.034567   0.151531   0.228   0.8196
## GRADE_LEVEL6             -0.019344   0.153085  -0.126   0.8995
## GRADE_LEVEL7              1.325305   0.160317   8.267  < 2e-16 ***
## GRADE_LEVEL8              0.621146   0.156426   3.971 7.34e-05 ***
## GRADE_LEVEL9              0.223340   0.144612   1.544   0.1226
## GRADE_LEVEL10             0.096987   0.149615   0.648   0.5169
## GRADE_LEVEL11             0.064260   0.166284   0.386   0.6992
## GRADE_LEVEL12            -0.049888   0.168349  -0.296   0.7670
## Male                      0.093844   0.048430   1.938   0.0528 .
## LEP                      -0.044740   0.068597  -0.652   0.5143
## SPED                      0.303599   0.062816   4.833 1.42e-06 ***
## Black                     0.080524   0.067820   1.187   0.2352
## Hispanic                 -0.084111   0.067988  -1.237   0.2161
## Poverty                   0.001221   0.103338   0.012   0.9906
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 1.266 on 2815 degrees of freedom
## Multiple R-squared:  0.2809, Adjusted R-squared:  0.2755
## F-statistic: 52.37 on 21 and 2815 DF,  p-value: < 2.2e-16
```

Regression Propensity Score Matching Suspension: *(Propensity score matching model echoes the findings stated in the above paragraph)*

Regressions can also be run using propensity score matching, which is seen as a superior method for observational research. The regression outlined above was performed again, but this time the sample group was limited to those who attended after-school programming at one of the seven schools and their “virtual twin”. Once this sample group was established, the

regression analysis was run again, providing very similar results. Namely, both analyses were consistent in finding that after-school program participation did not impact student suspensions.

Figure 3. Regression Propensity Score Output

```
##
## Call:
## lm(formula = twoThreeTotalSuspension ~ ParticipatedAS + oneTwoTotalSuspensions +
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = matched_data, weights = weights)
##
## Residuals:
##     Min      1Q  Median      3Q     Max
## -2.9860 -0.1240 -0.0162  0.0864 16.8631
##
## Coefficients:
##                            Estimate Std. Error t value Pr(>|t|)
## (Intercept)                0.205596   0.271138   0.758   0.4485
## ParticipatedAS             0.076180   0.063116   1.207   0.2277
## oneTwoTotalSuspensions     0.571557   0.056805  10.062  < 2e-16 ***
## oneTwo_PercentAttendance -0.274269   0.243056  -1.128   0.2594
## GRADE_LEVEL1              -0.028354   0.189318  -0.150   0.8810
## GRADE_LEVEL2              -0.023201   0.170089  -0.136   0.8915
## GRADE_LEVEL3               0.008436   0.173963   0.048   0.9613
## GRADE_LEVEL4               0.037191   0.170907   0.218   0.8278
## GRADE_LEVEL5               0.045375   0.169649   0.267   0.7892
## GRADE_LEVEL6              -0.015938   0.171575  -0.093   0.9260
## GRADE_LEVEL7               1.724639   0.213047   8.095 1.78e-15 ***
## GRADE_LEVEL8               0.451407   0.203038   2.223   0.0264 *
## GRADE_LEVEL9              -0.091747   0.252279  -0.364   0.7162
## GRADE_LEVEL10              0.069632   0.205222   0.339   0.7345
## GRADE_LEVEL11              0.267467   0.310623   0.861   0.3894
## GRADE_LEVEL12             -0.082053   0.342980  -0.239   0.8110
## Male                       0.111186   0.065055   1.709   0.0878 .
## LEP                       -0.102853   0.088552  -1.161   0.2457
## SPED                       0.438645   0.100579   4.361 1.44e-05 ***
## Black                      0.059338   0.088390   0.671   0.5022
## Hispanic                  -0.025510   0.091499  -0.279   0.7805
## Poverty                   -0.078998   0.121832  -0.648   0.5169
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.9711 on 932 degrees of freedom
## Multiple R-squared:  0.2594, Adjusted R-squared:  0.2427
## F-statistic: 15.54 on 21 and 932 DF,  p-value: < 2.2e-16
```

Traditional Regression Attendance: *(Enrollment in after-school programming is associated with a 3.22% increase in 22-23 school attendance)*

A regression was also performed to gauge the impact of participating in one of the seven after-school programs on daily attendance during the 2022-23 school year. *Figure 4* below shows that the adjusted R-squared for this regression model is fairly strong, meaning that about 62% of attendance variation can be explained through the following variables: after-school participation, 2021-22 school year suspensions, 2021-22 school year attendance, grade level, gender, LEP status, SPED status, race/ethnicity and poverty indicators. The findings from this particular regression showed that participation in an after-school program was associated with a 3.22% increase in attendance in the 2022-23 school year.

Figure 4. Regression Output: Attendance Impact

```
##
## Call:
## lm(formula = twoThreeAttendance ~ ParticipatedAS + oneTwoTotalSuspens
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = currentDataset)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -0.92032 -0.04948  0.01439  0.07067  0.80493
##
## Coefficients:
##                             Estimate Std. Error t value Pr(>|t|)
## (Intercept)                0.3066266  0.0218021  14.064  < 2e-16 ***
## ParticipatedAS             0.0322446  0.0076062   4.239 2.31e-05 ***
## oneTwoTotalSuspensions    -0.0071258  0.0023094  -3.086 0.002051 **
## oneTwo_PercentAttendance   0.7587436  0.0140386  54.047  < 2e-16 ***
## GRADE_LEVEL1              -0.0560400  0.0175248  -3.198 0.001400 **
## GRADE_LEVEL2              -0.0678538  0.0178826  -3.794 0.000151 ***
## GRADE_LEVEL3              -0.0791582  0.0172751  -4.582 4.80e-06 ***
## GRADE_LEVEL4              -0.0729592  0.0175389  -4.160 3.28e-05 ***
## GRADE_LEVEL5              -0.0742063  0.0172334  -4.306 1.72e-05 ***
## GRADE_LEVEL6              -0.0817304  0.0174100  -4.694 2.80e-06 ***
## GRADE_LEVEL7              -0.0992611  0.0182325  -5.444 5.65e-08 ***
## GRADE_LEVEL8              -0.1046932  0.0177901  -5.885 4.45e-09 ***
## GRADE_LEVEL9              -0.2109946  0.0164464 -12.829  < 2e-16 ***
## GRADE_LEVEL10             -0.1535679  0.0170154  -9.025  < 2e-16 ***
## GRADE_LEVEL11             -0.1252880  0.0189111  -6.625 4.14e-11 ***
## GRADE_LEVEL12             -0.1347553  0.0191460  -7.038 2.43e-12 ***
## Male                      -0.0003391  0.0055079  -0.062 0.950913
## LEP                        0.0103572  0.0078015   1.328 0.184419
## SPED                       0.0093050  0.0071439   1.302 0.192854
## Black                      0.0019106  0.0077130   0.248 0.804379
## Hispanic                  -0.0093876  0.0077321  -1.214 0.224807
## Poverty                   -0.0155579  0.0117524  -1.324 0.185674
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.1439 on 2815 degrees of freedom
## Multiple R-squared:  0.6215, Adjusted R-squared:  0.6186
## F-statistic: 220.1 on 21 and 2815 DF,  p-value: < 2.2e-16
```

Regression Propensity Score Matching Attendance: *(Propensity score matching model echoes the findings stated in the above paragraph)*

The impact of after-school participation on attendance was also measured using propensity score matching paired with a regression analysis. The findings associated with this new analysis shown in *Figure 5* are very similar to those found in *Figure 4*. The R-squared in *Figure 4* is also higher than *Figure 5*, meaning that more of the dependent variable is explained through the traditional regression model than in the propensity score model. In both models, after-school program participation at one of the seven schools listed above had a positive impact on attendance in the 2022-23 school year.

Figure 5.

```
##
## Call:
## lm(formula = twoThreeAttendance ~ ParticipatedAS + oneTwoTotalSuspensions +
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = matched_data, weights = weights)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -0.81239 -0.03203  0.01440  0.04655  0.46507
##
## Coefficients:
##                            Estimate Std. Error t value Pr(>|t|)
## (Intercept)               0.4584183  0.0277076  16.545  < 2e-16 ***
## ParticipatedAS            0.0293688  0.0064499   4.553 5.98e-06 ***
## oneTwoTotalSuspensions   -0.0078652  0.0058049  -1.355 0.175773
## oneTwo_PercentAttendance  0.5724430  0.0248379  23.047  < 2e-16 ***
## GRADE_LEVEL1             -0.0640197  0.0193464  -3.309 0.000972 ***
## GRADE_LEVEL2             -0.0519484  0.0173814  -2.989 0.002875 **
## GRADE_LEVEL3             -0.0407569  0.0177772  -2.293 0.022090 *
## GRADE_LEVEL4             -0.0505917  0.0174650  -2.897 0.003859 **
## GRADE_LEVEL5             -0.0435995  0.0173364  -2.515 0.012074 *
## GRADE_LEVEL6             -0.0510688  0.0175333  -2.913 0.003669 **
## GRADE_LEVEL7             -0.0588571  0.0217713  -2.703 0.006988 **
## GRADE_LEVEL8             -0.0617620  0.0207485  -2.977 0.002989 **
## GRADE_LEVEL9             -0.1873489  0.0257804  -7.267 7.76e-13 ***
## GRADE_LEVEL10            -0.0756538  0.0209716  -3.607 0.000326 ***
## GRADE_LEVEL11            -0.1200720  0.0317426  -3.783 0.000165 ***
## GRADE_LEVEL12            -0.1075171  0.0350491  -3.068 0.002220 **
## Male                     -0.0005751  0.0066480  -0.087 0.931081
## LEP                      -0.0004678  0.0090492  -0.052 0.958779
## SPED                      0.0141414  0.0102781   1.376 0.169190
## Black                    -0.0056060  0.0090326  -0.621 0.534983
## Hispanic                 -0.0185923  0.0093503  -1.988 0.047057 *
## Poverty                  -0.0291527  0.0124500  -2.342 0.019412 *
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.09923 on 932 degrees of freedom
## Multiple R-squared:  0.453,  Adjusted R-squared:  0.4407
## F-statistic: 36.76 on 21 and 932 DF,  p-value: < 2.2e-16
```

Regression ELA I-Ready Grades 3-8: *(After-school days present had no impact on I-Ready ELA Post-Scores)*

To test the theory that after-school programs have an impact on ELA diagnostic gains, a regression was developed for students in grades 3-8, enrolled in one of the seven schools listed above, that have complete pre-post i-Ready scores for the 2022-23 school year. The methodology for this regression is slightly different than the ones performed above. In this regression, total days attended in after-school programs was used as opposed to the binary variable indicating general participation used above. This will allow the model to incorporate a 'treatment of treatment' component, theoretically making it more robust. *Figure 6* shows that in this particular model, ELA post scores are controlled for: Days of after-school program attended, ELA pre-score, 2021-22 suspensions, 2021-22 attendance, grade level, gender, LEP status, SPED status, race/ethnicity and poverty indicators. When the regression model was run, the number of days of after-school programming a student attended did not have a significant impact on i-Ready ELA post-scores. Additionally, it was not possible to perform propensity

matching on this model because it would exclude the 'treatment of treatment' component of the model, as propensity matching can only hinge on one binary variable.

Figure 6.

```
##
## Call:
## lm(formula = ELAFinal ~ PresentAS + ELAOriginal + oneTwoTotalSuspensions +
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = ELADataset1)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -213.448  -20.040   -0.335   20.063  174.810
##
## Coefficients:
##                             Estimate Std. Error t value Pr(>|t|)
## (Intercept)               88.172519   9.215624   9.568  < 2e-16 ***
## PresentAS                  0.082248   0.062167   1.323   0.1860
## ELAOriginal                0.839132   0.016748  50.103  < 2e-16 ***
## oneTwoTotalSuspensions    -2.370178   1.522431  -1.557   0.1197
## oneTwo_PercentAttendance  28.887947   5.991590   4.821 1.57e-06 ***
## GRADE_LEVEL1              -2.040775   4.682323  -0.436   0.6630
## GRADE_LEVEL2               5.816329   4.882828   1.191   0.2338
## GRADE_LEVEL3               3.534388   4.811949   0.735   0.4628
## GRADE_LEVEL4               0.009048   5.054616   0.002   0.9986
## GRADE_LEVEL5              -0.278906   5.192181  -0.054   0.9572
## GRADE_LEVEL6               3.705126   5.501963   0.673   0.5008
## GRADE_LEVEL7              -9.685152   6.162489  -1.572   0.1162
## GRADE_LEVEL8             -10.912240   6.490637  -1.681   0.0929 .
## Male                       3.390123   1.767705   1.918   0.0553 .
## LEP                       -3.027260   2.547965  -1.188   0.2350
## SPED                      -5.515612   2.808509  -1.964   0.0497 *
## Black                     -3.638971   2.465088  -1.476   0.1401
## Hispanic                  -1.837220   2.527350  -0.727   0.4674
## Poverty                   -8.428874   3.846703  -2.191   0.0286 *
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 34.36 on 1531 degrees of freedom
## Multiple R-squared:  0.8166, Adjusted R-squared:  0.8145
## F-statistic: 378.8 on 18 and 1531 DF,  p-value: < 2.2e-16
```

Regression Math I-Ready Grades 3-8: *(After-school days present had no impact on I-Ready Math Post-Scores)*

To test the theory that after-school programs have an impact on Math diagnostic gains, a regression was developed for students in grades 3-8, enrolled in one of the seven schools listed above, that have complete pre-post i-Ready scores for the 2022-23 school year. *Figure 7* shows that in this particular model, Math i-Ready post-scores are controlled for: Days of after-school program attended, Math pre-score, 2021-22 suspensions, 2021-22 attendance, grade level, gender, LEP status, SPED status, race/ethnicity and poverty indicators. When the regression model was run, the number of days of after-school programming a student attended did not have a significant impact on i-Ready Math post-scores.

Figure 7.

```
##
## Call:
## lm(formula = MathFinal ~ PresentAS + MathOriginal + oneTwoTotalSuspensions +
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = MathDataset1)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -125.171  -11.953    0.572   12.923  124.912
##
## Coefficients:
##                            Estimate Std. Error t value Pr(>|t|)
## (Intercept)                67.10181    7.96055   8.429  < 2e-16 ***
## PresentAS                   0.07224    0.04029   1.793 0.073169 .
## MathOriginal                0.88924    0.02007  44.316  < 2e-16 ***
## oneTwoTotalSuspensions      1.14770    0.89098   1.288 0.197893
## oneTwo_PercentAttendance   17.78121    3.94820   4.504 7.17e-06 ***
## GRADE_LEVEL1              -10.01770    3.00166  -3.337 0.000865 ***
## GRADE_LEVEL2               -8.80745    3.13881  -2.806 0.005078 **
## GRADE_LEVEL3               -7.78735    3.18787  -2.443 0.014683 *
## GRADE_LEVEL4              -10.87365    3.36131  -3.235 0.001242 **
## GRADE_LEVEL5              -11.77163    3.44950  -3.413 0.000660 ***
## GRADE_LEVEL6               -6.25423    3.67961  -1.700 0.089385 .
## GRADE_LEVEL7              -23.12219    4.09552  -5.646 1.95e-08 ***
## GRADE_LEVEL8              -25.72053    4.36273  -5.896 4.56e-09 ***
## Male                        2.20765    1.16161   1.901 0.057550 .
## LEP                         1.91963    1.61779   1.187 0.235575
## SPED                        1.99652    1.84827   1.080 0.280214
## Black                      -0.54200    1.64797  -0.329 0.742282
## Hispanic                   -2.37185    1.67372  -1.417 0.156649
## Poverty                    -6.72410    2.54398  -2.643 0.008296 **
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 22.76 on 1571 degrees of freedom
## Multiple R-squared:  0.773,  Adjusted R-squared:  0.7704
## F-statistic: 297.1 on 18 and 1571 DF,  p-value: < 2.2e-16
```

Regression Simple GPA Grades 10-12: *(After-school days present has no impact on 22-23 simple GPA)*

A regression analysis was also performed to see if after-school program days attended had a significant impact on 2022-23 school year simple GPA. *Figure 8* below shows that this particular model had a very high R-squared, which indicates that about 97% of 2022-23 simple GPA variation can be explained by the inputs in this model. The sample group for this analysis contained the following stipulations: the student must be enrolled at one of the seven schools listed above, the student must also be in grade 10 at a minimum and have a simple GPA for the 2021-22 school year on file. The dependent variable of 2022-23 simple GPA was controlled for the following factors: how many days of after-school programming the student attended, 2021-22 simple GPA, 2021-22 suspensions, 2021-22 attendance, grade level, gender, LEP status, SPED status, race/ethnicity, and poverty indicators. When examining the regression output in *Figure 8*, it is apparent that days of after-school programming attended had no impact on simple GPA in the 2022-23 school year.

Figure 8.

```
##
## Call:
## lm(formula = GPATwoThree ~ PresentAS + GPATwoTwo + oneTwoTotalSuspensions +
##     oneTwo_PercentAttendance + GRADE_LEVEL + Male + LEP + SPED +
##     Black + Hispanic + Poverty, data = GPADataset1)
##
## Residuals:
##      Min       1Q   Median       3Q      Max
## -1.34228 -0.05485 -0.00964  0.03013  2.33963
##
## Coefficients:
##                              Estimate Std. Error t value Pr(>|t|)
## (Intercept)                 0.1027810  0.0647732   1.587 0.113381
## PresentAS                   0.0003005  0.0051042   0.059 0.953081
## GPATwoTwo                   0.9800084  0.0119885  81.746  < 2e-16 ***
## oneTwoTotalSuspensions     -0.0048783  0.0089944  -0.542 0.587876
## oneTwo_PercentAttendance -0.0224845  0.0590546  -0.381 0.703605
## GRADE_LEVEL11               0.0197062  0.0259851   0.758 0.448697
## GRADE_LEVEL12               0.0921838  0.0274848   3.354 0.000875 ***
## Male                        0.0030341  0.0212962   0.142 0.886781
## LEP                        -0.0559298  0.0380036  -1.472 0.141918
## SPED                        0.0060509  0.0231372   0.262 0.793829
## Black                      -0.0544548  0.0312577  -1.742 0.082283 .
## Hispanic                   -0.0003918  0.0313815  -0.012 0.990045
## Poverty                    -0.0104679  0.0408759  -0.256 0.798019
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 0.2035 on 386 degrees of freedom
## Multiple R-squared:  0.9641, Adjusted R-squared:  0.963
## F-statistic: 864.8 on 12 and 386 DF,  p-value: < 2.2e-16
```

Professional Learning

The TrueNorth Logic system tracks professional development for RCSD staff. It must be acknowledged that this system does not track every professional development opportunity that the district provides, this gray area of building level professional development creates a difficult environment for evaluation.

This limited data set was used to create the below summaries of applicable professional development statistics by RCSD school/dept. These summary statistics should be contextualized as an underestimation of the true 2022-23 school year statistics.

Department	Count of Enrollments	Sum of PL Credits	Unique Employees	Credits Per Unique Employee
Edison Career & Technology HS	876.00	2,412.50	100.00	24.13
# 12 - Anna Murray-Dgl	645.00	1,517.50	56.00	27.10
Franklin Upper School	604.00	1,924.00	72.00	26.72
Rel Svcs & Medicaid Staff/Sprt	549.00	1,509.50	61.00	24.75

School of the Arts	523.00	1,679.50	64.00	26.24
# 7 - Virgil I Grissom	520.00	1,394.50	48.00	29.05
# 58 - World of Inquiry	503.00	1,474.00	57.00	25.86
# 33 - John James Audubon	494.00	1,604.50	59.00	27.19
# 22 - Abraham Lincoln	483.00	1,426.50	39.00	36.58
# 5 - John Williams	439.00	1,172.00	46.00	25.48
# 28 - Henry Hudson - ES	433.00	1,348.00	53.00	25.43
East High School	430.00	1,896.00	70.00	27.09
James Monroe Upper School	424.00	1,187.50	45.00	26.39
Jos. C. Wilson Magnet	417.00	1,229.00	48.00	25.60
# 50 - Helen B Montgomery	413.00	1,243.50	44.00	28.26
# 8 - Roberto Clemente	409.00	1,242.50	47.00	26.44
# 9 - Dr Martin L King Jr - ES	402.00	1,181.00	43.00	27.47
# 16 - John W Spencer	373.00	1,119.50	38.00	29.46
# 45 - Mary McLeod Bethune	371.00	1,513.00	54.00	28.02
# 42 - Abelard Reynolds	336.00	1,107.00	34.00	32.56
Jos. C. Wilson Found Acdmy	313.00	1,000.50	36.00	27.79

# 10 - Dr Walter Cooper Aca-ES	311.00	829.00	33.00	25.12
East Lower School	306.00	986.50	37.00	26.66
# 25 - Nathaniel Hawthorne	259.00	765.00	25.00	30.60
Northeast High School	259.00	801.50	35.00	22.90
# 54 - Flower City School	257.00	760.50	25.00	30.42
# 23 - Francis Parker	254.00	799.50	29.00	27.57
# 19 - Dr CharlesT Lunsford	253.00	790.00	31.00	25.48
# 34 - Dr Louis A Cerulli	243.00	826.50	28.00	29.52
# 35 - Pinnacle School - ES	233.00	706.00	24.00	29.42
# 46 - Charles Carroll	233.00	821.50	28.00	29.34
RISE Community School	232.00	637.50	34.00	18.75
# 17 - Enrico Fermi	231.00	829.00	38.00	21.82
# 29 - Adlai E Stevenson	228.00	831.00	28.00	29.68
# 2 - Clara Barton	210.00	654.00	26.00	25.15
Agency Youth - HS	205.00	504.00	15.00	33.60
Northwest High School	204.00	602.50	25.00	24.10
All City High	194.00	619.00	20.00	30.95

# 52 - Frank Fowler Dow	188.00	594.50	24.00	24.77
# 53 - Montessori Academy	179.00	514.00	19.00	27.05
Home/Hospital Tutor Prog - HS	173.00	503.50	16.00	31.47
Roch Early College Intrntnl HS	169.00	491.36	18.00	27.30
# 4 - George M Forbes	164.00	637.50	25.00	25.50
School Without Walls	156.00	573.60	19.00	30.19
# 15 - Children's Schl	133.00	632.00	32.00	19.75
External Special Education	129.00	374.00	13.00	28.77
James Monroe Lower School	118.00	371.50	17.00	21.85
Franklin Lower School	117.00	397.00	20.00	19.85
# 39 - Andrew J Townson	112.00	275.50	18.00	15.31
# 3 - Dr Alice Holloway Young	107.00	354.00	14.00	25.29
Preschool Special Education	86.00	208.00	11.00	18.91
Virtual Academy of Rochester	86.00	528.00	16.00	33.00
Roch. Early Childhood Cntr-NE	85.00	280.00	10.00	28.00
Teaching & Learning	84.00	244.00	8.00	30.50

Program Efficiencies	83.00	312.00	11.00	28.36
Instruct Tech for Schools - CS	65.00	246.50	7.00	35.21
Careers in Teaching	63.00	221.50	7.00	31.64
Early Childhood Office - PS	59.00	207.00	12.00	17.25
# 33 - Florence S Brown - PreK	58.00	192.00	9.00	21.33
Spec Education Match Team	50.00	111.00	3.00	37.00
Rochester International Acad	49.00	192.00	9.00	21.33
Youth & Justice - HS	49.00	149.00	6.00	24.83
School Counseling & Social Wrk	45.00	165.00	10.00	16.50
School Chief DS	41.00	108.50	3.00	36.17
Student Equity & Placement -HS	40.00	106.00	3.00	35.33
OACES-WFP	31.00	101.00	3.00	33.67
Specialized Services Zone 1	31.00	108.00	5.00	21.60
Career Pathways & Int Lrng	29.00	92.00	4.00	23.00
North STAR Educational Program	28.00	119.50	5.00	23.90
Specialized Services Zone 4	23.00	85.00	3.00	28.33

Office of Social Studies	20.00	82.50	1.00	82.50
Equity, Inclusion, and SEL	17.00	70.00	4.00	17.50
Multilingual Education - AS	17.00	53.50	5.00	10.70
Social Work Services - SSS	14.00	64.00	2.00	32.00
Health, Phys Educ, & Athletics	13.00	36.00	1.00	36.00
Mary Cariola Children's Center	13.00	36.00	1.00	36.00
LyncX Academy	12.00	38.00	2.00	19.00
Dept of Professional Dvlpmnt	11.00	38.00	2.00	19.00
Office of Science	11.00	30.50	1.00	30.50
Library Services - AS	10.00	55.00	2.00	27.50
World Languages	10.00	28.50	1.00	28.50
Office of Human Capital	9.00	37.00	1.00	37.00
29 - Adlai E Stevenson - ES	8.00	16.00	1.00	16.00
Integrated Literacy K-12	8.00	36.00	1.00	36.00
Testing	8.00	39.00	1.00	39.00
28 - Henry Hudson - ES	7.00	19.00	1.00	19.00
Arts Education - AS	7.00	36.00	1.00	36.00

Human Services Systems - DM	7.00	33.00	1.00	33.00
35 - Pinnacle School - ES	6.00	12.00	1.00	12.00
Teacher Center	6.00	32.00	1.00	32.00
Office of Mathematics	4.00	19.50	2.00	9.75
10 - Dr Walter Cooper Aca-ES	3.00	6.00	1.00	6.00
# 5 - John Williams - ES	2.00	7.00	1.00	7.00
15 - Children's School - ES	2.00	13.00	1.00	13.00
Chief Spec Education	2.00	8.50	2.00	4.25
Expanded Learning	2.00	17.00	1.00	17.00
Equity, Inclusion, Curr. Prgm	1.00	2.50	1.00	2.50
Medicaid Comp & Reimbursement	1.00	2.00	1.00	2.00
Office of Parent Engagement	1.00	2.00	1.00	2.00
Office of Security Operations	1.00	2.00	1.00	2.00
School Age Special Education	1.00	2.00	1.00	2.00
School Chief LW	1.00	6.00	1.00	6.00
Spec Education OT/PT Services	1.00	2.00	1.00	2.00

The table above is also summarized by Figure 1, which outlines average per dept/school and total.

Figure 1

	Count of Enrollments	Sum of PL Credits	Unique Employees	Credits Per Unique Employee
Average	166.4	517.7	19.6	24.8
Sum	17135.0	53321.0	2021.0	N/A

Professional learning opportunities were utilized by employees holding over 110 different job titles. The table below depicts the 22 RCSD job titles that had over 20 unique employees that participated in professional learning. Additionally, pertinent professional learning statistics are summarized for each job title and shown in this table.

Job Title	Count of Enrollments	Sum of PL Credits	Unique Employees	Credits Per Unique Employee
TCHR-SPEC ED	2930	9329	338	27.6
Tchr-Elem 1-3	1420	4104	143	28.7
Tchr-Elem 4-6	1226	3827	141	27.1
TCHR-ESOL	948	2891	115	25.1
Tchr-on-Assignment	951	3332.5	109	30.6
TCHR-SPEC ED SP/HH	967	2286.5	79	28.9
TCHR-MATH	640	1941	67	29.0
TCHR-ENGLISH	562	1721.5	64	26.9
TCHR-PRE-K	574	1708	60	28.5
Intervention/Prevention Tchr	567	1808	58	31.2
TCHR-SCIENCE	393	1273	58	21.9
TCHR-SOCIAL STUDIES	381	1193	54	22.1
TCHR-KINDERGARTEN-FULL DAY	444	1354.5	53	25.6
COUNSELOR	406	1278	52	24.6

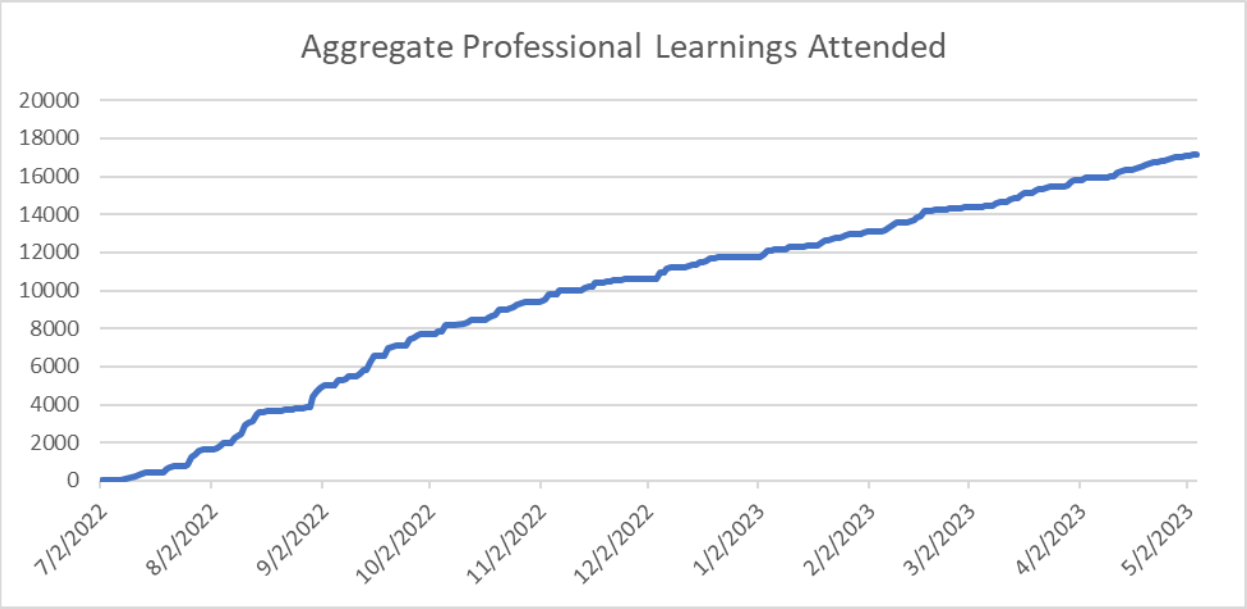
TCHR-ART	330	1409.5	45	31.3
SCH SOCIAL WORKER	374	1199	45	26.6
TCHR-PHYSICAL EDUCATION	436	1143	42	27.2
SCHOOL PSYCHOLOGIST	310	746	34	21.9
TCHR-MUSIC,VOCAL	248	1040.86	33	31.5
LIBRARY MEDIA SPECIALIST	204	672	33	20.4
TCHR-FOREIGN LANGUAGE	222	738	28	26.4
TCHR-MUSIC,INSTRUMENTAL	134	578.6	21	27.6

Professional learning participation was also disaggregated by RCSD job class. The table below outlines summary statistics related to professional learning participation by job class.

	Count of Enrollments	Sum of PL Credits	Unique Employees	Credits Per Unique Employee
Tenure Teachers (B)	15256.0	47543.1	1638.0	29.0
Probationary 4 Yrs TP	1270.0	3881.4	248.0	15.7
Regular Contract Subs TP	93.0	296.0	29.0	10.2
Hourly Teachers (K)	272.0	766.5	25.0	30.7
CS Permanent (Q)	51.0	160.5	24.0	6.7
TP Probationary 3 Yrs (D)	117.0	389.5	24.0	16.2
TP Probationary Administrator (M)	35.0	146.0	12.0	12.2
Non Tenured	34.0	97.5	8.0	12.2
TP Per Diem Subs (J)	11.0	65.5	7.0	9.4
CS Provisional (S)	6.0	14.5	5.0	2.9
Non Tenure Part Time Teachers (D2)	7.0	21.0	3.0	7.0

TP Tenured Administrator (L)	6.0	20.0	3.0	6.7
TP Acting Non Tenure Admin (N)	2.0	7.0	1.0	7.0
TP Probationary 2 Yrs (F)	1.0	2.0	1.0	2.0

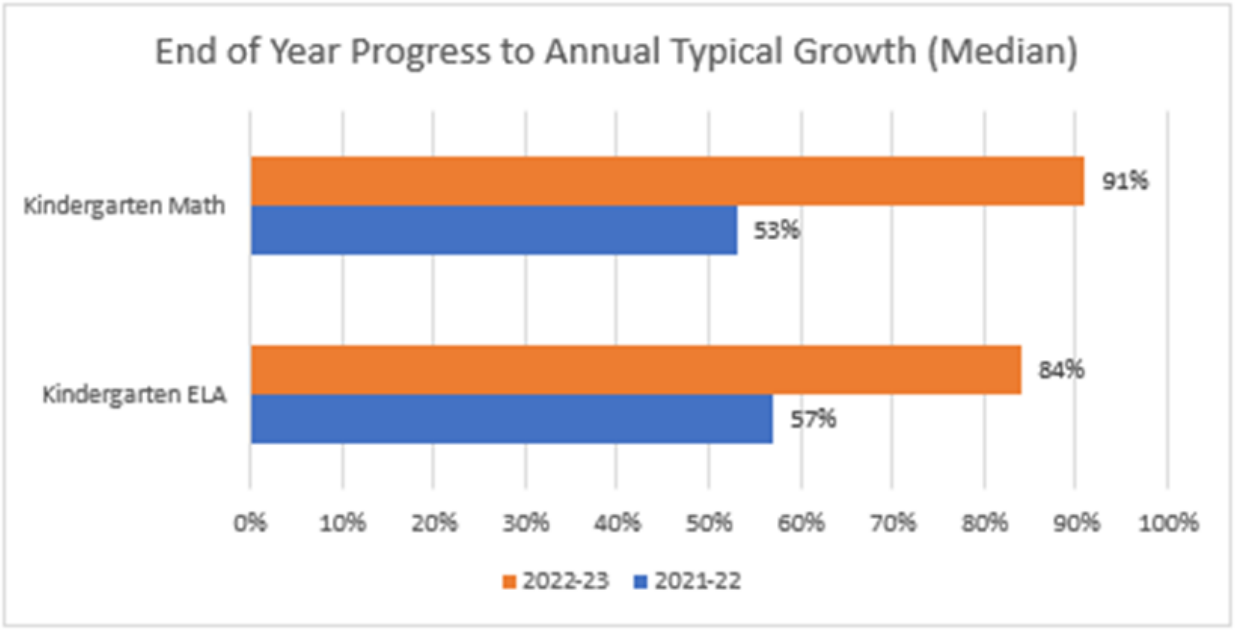
When plotting out professional learnings attended by date, the pattern emerged that RCSD was extremely consistent throughout the school year. Figure 2 below depicts this trend in aggregate.



Kindergarten

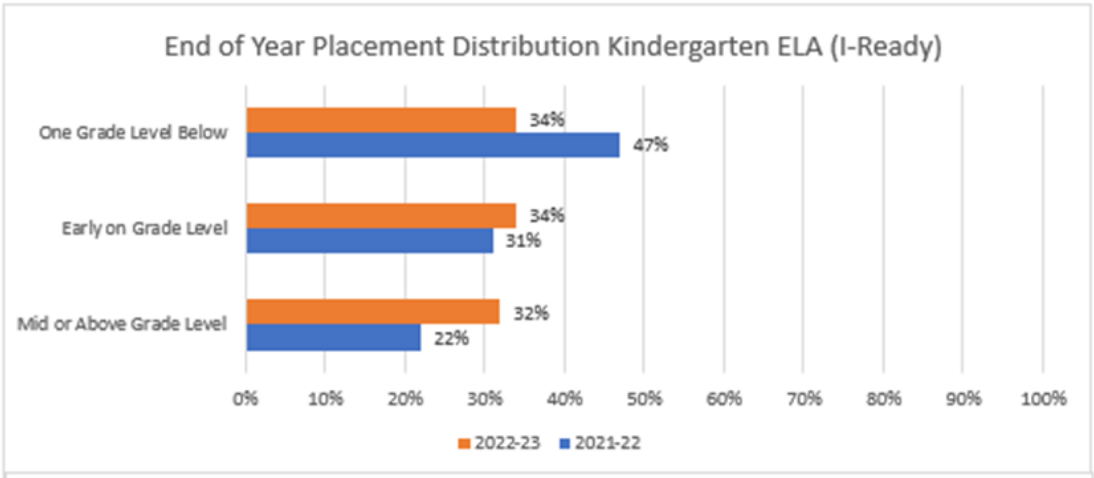
Title I contributes significant funding to Kindergarten teachers at RCSD. Below is an evaluation of Kindergarten outcomes from the 2022-23 school year compared to the 2021-22 school year. *Figure 1* shows a significant increase in the median of both i-Ready Math and ELA end of year progress towards annual typical growth in the 2022-23 school year compared to the 2021-22 school year.

Figure 1. i-Ready Growth



Additionally, when considering end of year placement in i-Ready ELA for RCSD Kindergarteners, the 2022-23 also showed significant improvement, demonstrated in *Figure 2*. In the 2022-23 School year compared to the 2021-22 school year, 13% less students were classified as “one grade level below”, there was a 3% increase in “early on grade level” achievers and a 10% increase in students classified as “mid or above grade level”.

Figure 2. i-Ready: End of Year Placement (ELA)



School year 2022-23 end of year placement in i-Ready Math for RCSD Kindergarteners showed significant improvement compared to the 2021-22 school year, demonstrated in *Figure 3*. In the 2022-23 school year 13% less students were classified as “one grade level below”, there was a

4% increase in “early on grade level” achievers and an 8% increase in students classified as “mid or above grade level”.

Figure 3. *i-Ready: End of Year Placement (Math)*

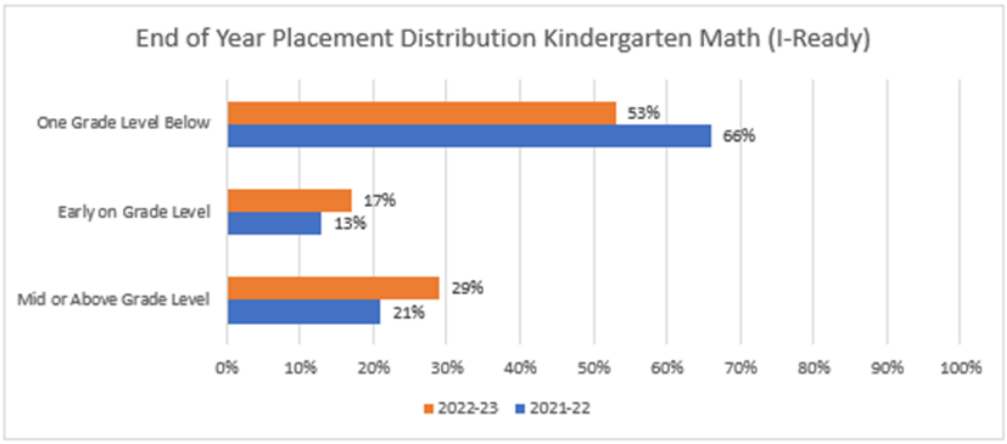


Figure 4 below shows the percent of Kindergarteners that achieved an end of year mark “on grade level or above” for ELA standards outlined in the graph. All six applicable standards show growth of "on grade level or above” student classifications between the 2021-22 school year and the 2022-23 school year. On average, the percent of students classified as on grade level or above for ELA standards was 11.83%.

Figure 4. i-Ready: End of Year Standard Mastery (ELA)

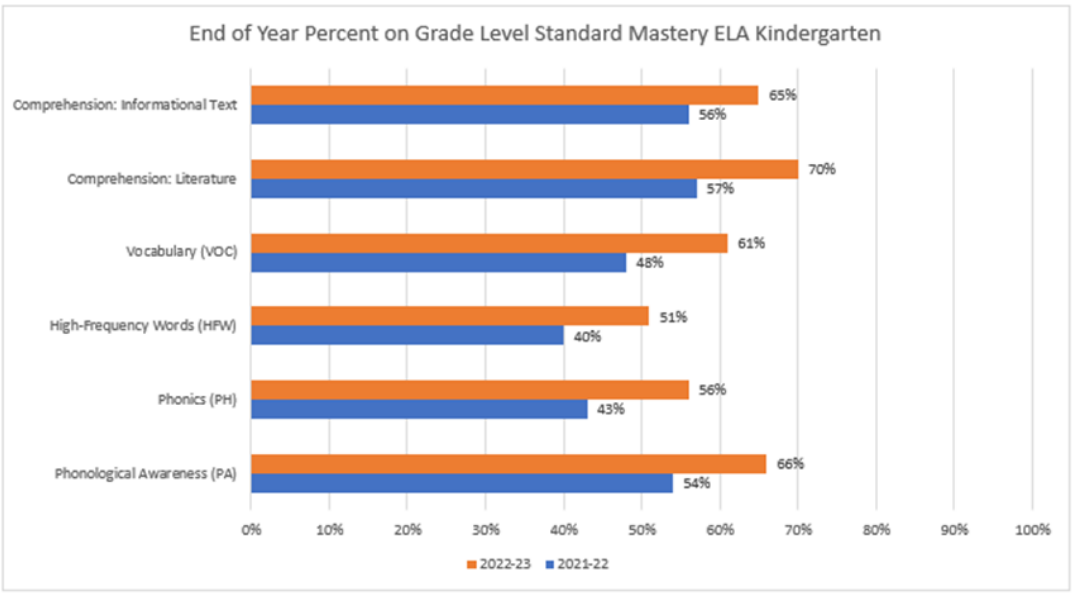
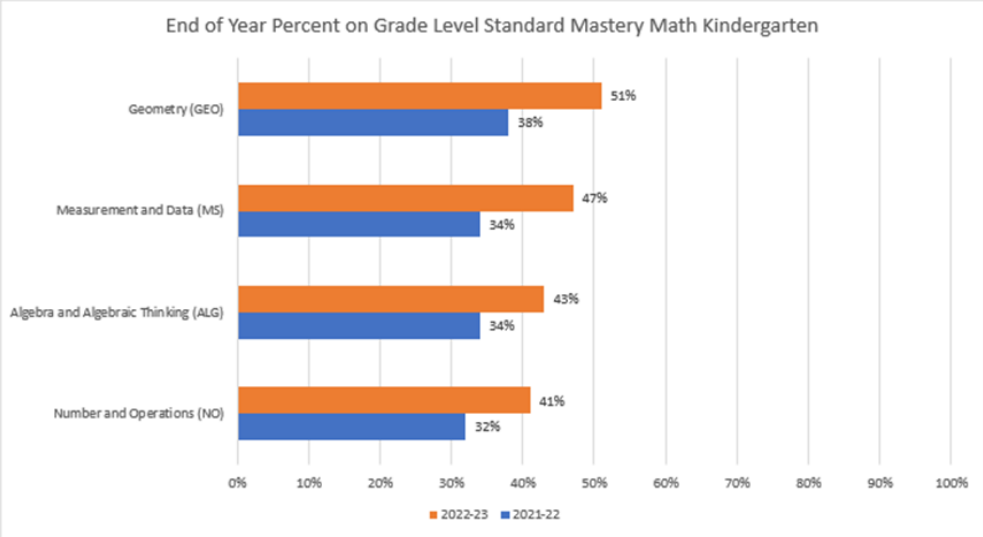


Figure 5 below shows the percent of Kindergarteners that achieved an end of year mark of "on grade level or above" for Math standards outlined in the graph. All four applicable standards saw growth of on grade level or above student classifications between the 2021-22 school year and the 2022-23 school year. On average, the percent of students classified as on grade level or above for Math standards was 12%.

Figure 5. i-Ready: End of Year Standard Mastery (Math)



SAT Analysis

The following evaluation contains information from RCSD's dedicated spring 2023 SAT day. Eight schools were considered in this analysis, limitations were placed on schools with less than 10 test takers. On the March 2023 SAT test taking day, the schools with the three highest number of unique test takers were: School of the Arts, Wilson Magnet HS, and Monroe High School.

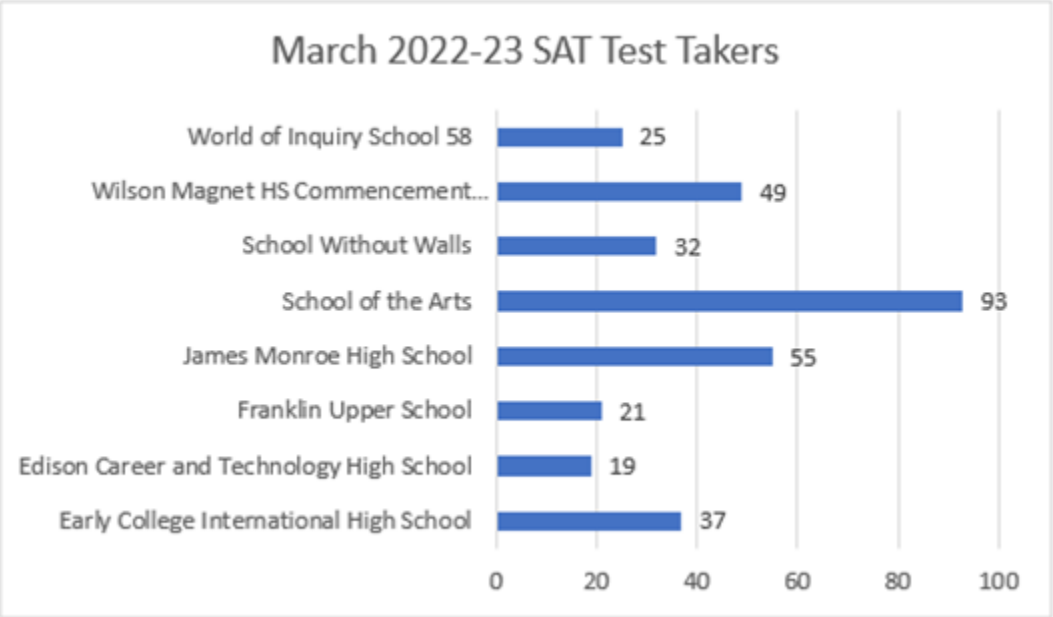


Figure 2 below depicts the standards achieved by RCSD SAT test takers in the ELA related portion of the SAT examination. The top performers for the ELA portion of the SAT exam were: School of the Arts, World of Inquiry School 58 and Wilson Magnet HS Commencement Academy. However, School of the Arts was the only RCSD school in which the majority of students met the ELA benchmark set by College Board on the SAT. Franklin Upper was the lowest performing school on the SAT benchmark analysis, with only 5% of students meeting the benchmark requirements and 0% in the approaching benchmark category.