



**ROCHESTER CITY
SCHOOL DISTRICT**

**QUARTER 2 REPORT
2022-2023**

**ESSA
FUNDED
PROGRAMS**

**OFFICE OF GRANTS AND
PROGRAM ACCOUNTABILITY**



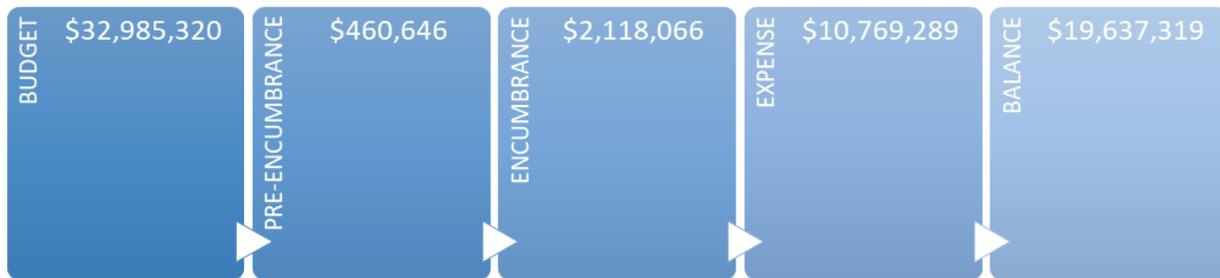
| | |
|--|-----------|
| Title I, Part A – Improving Basic Programs Operated by LEAs | 3 |
| Parent and Family Engagement (~\$375K or ~1%) | 3 |
| School Improvement Reserve (~\$6.8M or ~21%) | 4 |
| Rank and Serve (~\$21.8 M or ~66%) | 4 |
| Title I, Part A - Critical Next Steps | 5 |
| Title II, Part A – Supporting Effective Instruction | 5 |
| Title II, Part A Overall Fiscal Progress | 6 |
| School Improvement Supports (~\$545K or ~25%) | 6 |
| Professional Learning (~\$1.2M or ~55%) | 6 |
| Human Resources (~\$204K or ~9%) | 6 |
| Critical Next Steps: OPL | 6 |
| Critical Next Steps: OHC | 7 |
| Title III – Language Instruction for English Language Learners and Immigrant Students | 7 |
| Title III Overall Fiscal Progress | 7 |
| Title III - Critical Next Steps | 7 |
| Title IV, Part A – Student Support and Academic Enrichment | 8 |
| Title IV Overall Fiscal Progress | 8 |
| Well-Rounded Education (~\$780K or ~49%) | 8 |
| Safe and Healthy Students (~\$456K or ~28%) | 8 |
| Effective Use of Technology (~\$221K or ~14%) | 9 |
| Critical Next Steps | 9 |
| Title I, School Improvement 1003 Basic | 9 |
| 1003 Basic Overall Fiscal Progress | 9 |
| Critical Next Steps | 10 |
| Title I, School Improvement 1003 Targeted | 10 |
| 1003 Targeted Fiscal Overview | 10 |
| Critical Next Steps | 10 |
| Title I, School Improvement 1003 High School Redesign | 10 |
| 1003 HSRD Overall Fiscal Progress Critical Next Steps | 11 |
| Research and Evaluation for ESSA Funded Programs | 12 |
| Virtual Academy and Online Credit Recovery | 12 |
| English Language Learners Analysis | 19 |
| Summary of Findings | 25 |
| Castle Learning Software | 25 |
| Professional Learning Opportunities | 27 |
| Gaggle Software | 44 |
| Center For Youth - Help Zone | 45 |

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

- Implementation of Parent and Family Engagement Plans

School Improvement

- Continued training and planning for the implementation of AVID
- SAMs Innovation Conference for CSI and CSI-R School Leaders

Rank and Serve

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

Budget Development for 2023-24

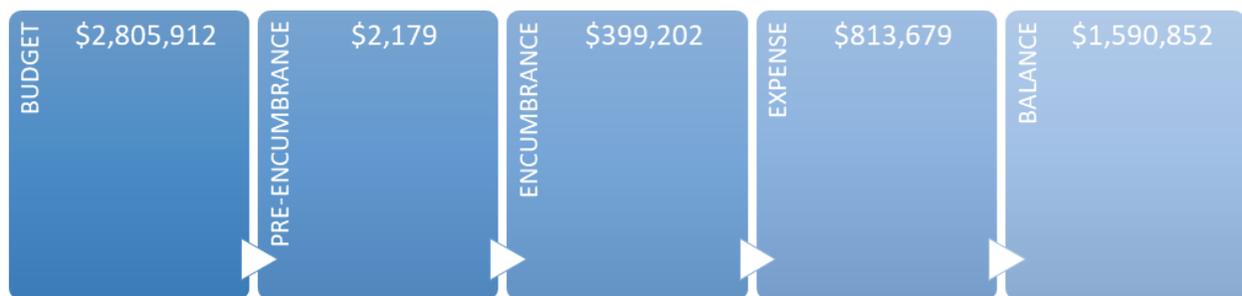
- Process development for apportioning Rank and Serve and School Improvement dollars according to school data profiles

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



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

- Implementation of district-wide training for major initiative programs such as LETRS and iReady in collaboration with Teaching and Learning
- 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

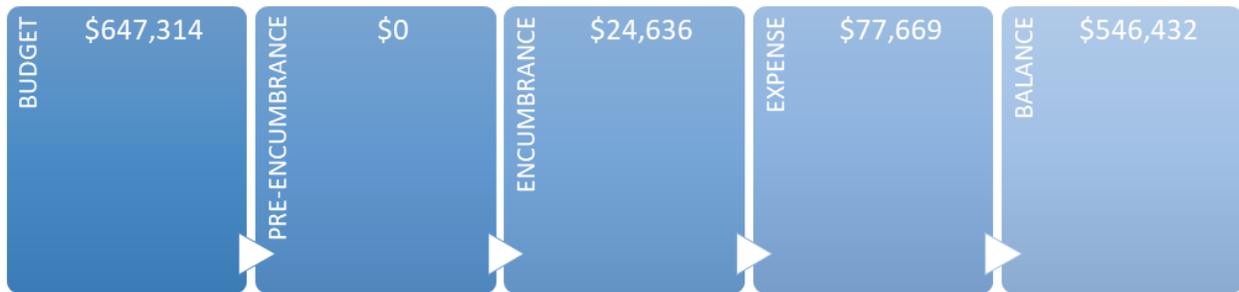
- Additional measures will include leveraging technological capacity allowing for virtual recruitment events and interviewing to increase availability of staff and facilitate the hiring process.

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

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



Title III - Critical Next Steps

- Professional Development offerings for teachers and leadership teams
- Parent and Family outreach events
- Filling vacancies
- Planning for 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.

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

- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.

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

- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.

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 9 th 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 th 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 th 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



Critical Next Steps

- Implementation of credit recovery programming
- Development of relationship building activities

Research and Evaluation for ESSA Funded Programs

Virtual Academy and Online Credit Recovery

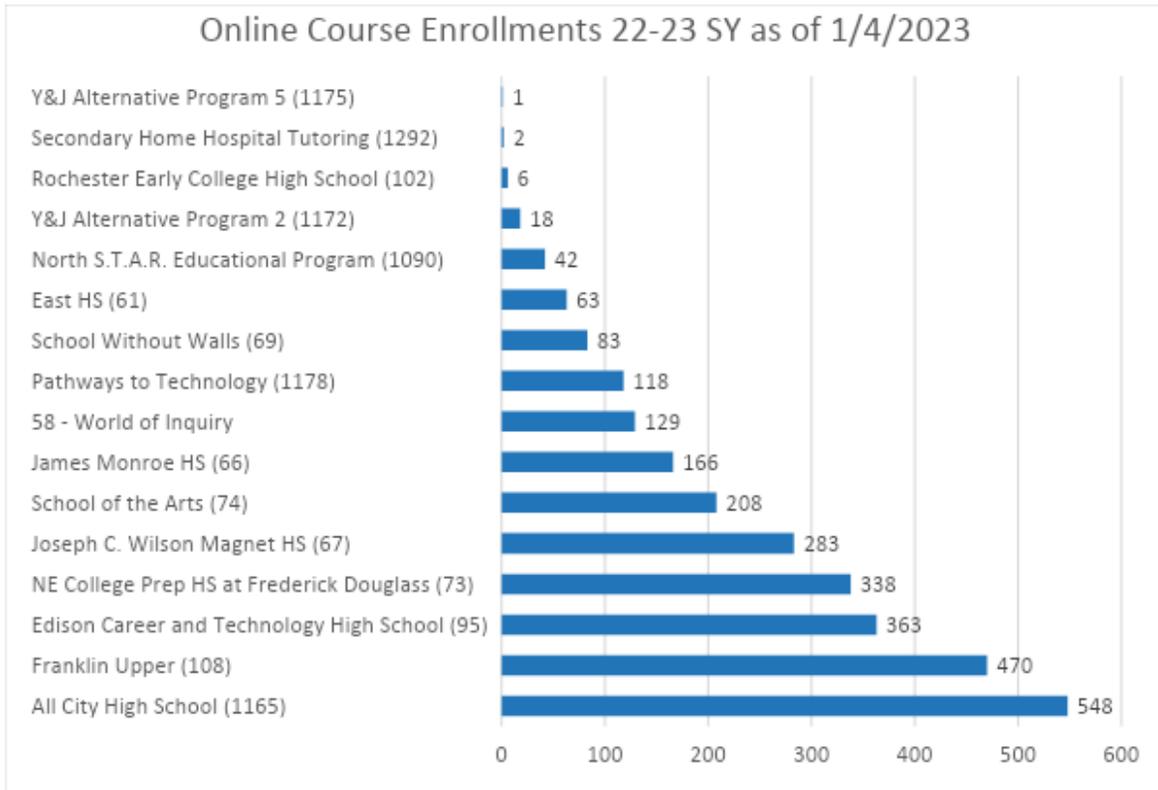
As of January 4, 2023 there were 2,848 total online class enrollments in the Rochester City School District Virtual Academy for the 2022-23 school year. These enrollments reflect online courses taken by 1,261 unique RCSD students.

Of the 2,848 online classes taken with a start date of September 7, 2022, 205 classes were already completed. This represents 7.20% of all Virtual Academy classes in the 2022-23 school year and as of January 4, 2023 students spent on average 851.77 minutes per completed class.

Conversely, 2,642 online classes with a start date of September 7, 2022 were not completed as of January 4, 2023. Students in these unfinished classes average 259.40 minutes per course. However, 1,296 of the 2,642 (49.05%) online class enrollments, students have registered less than 30 total minutes spent on the class.

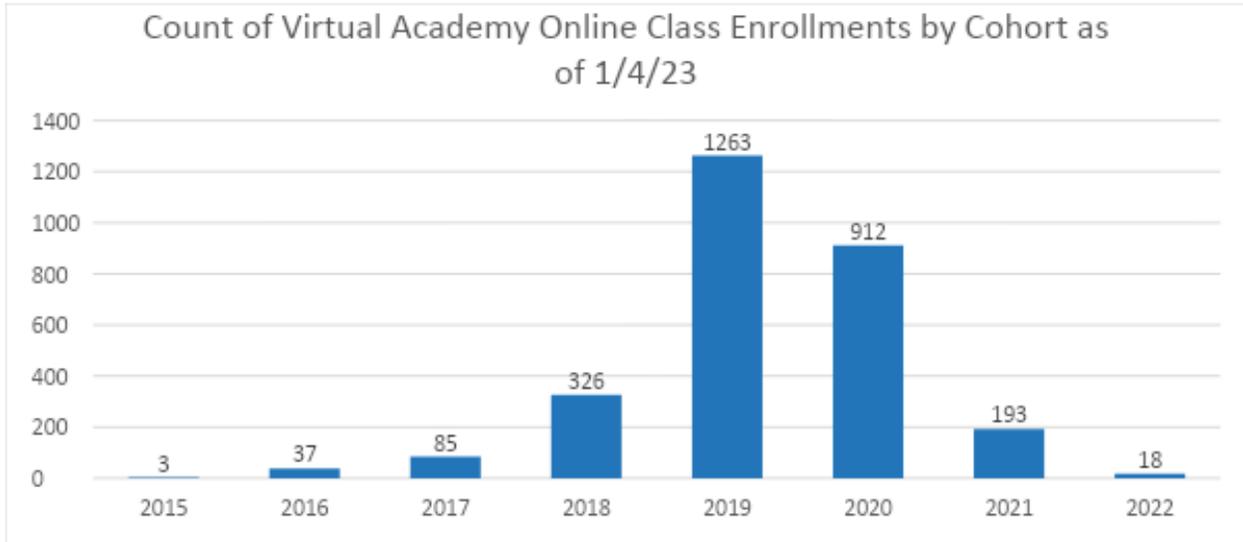
Figure 1 shows Virtual Academy online course enrollments by site as of January 4, 2023.

Figure 1.



Additionally, online class enrollment when broken down by cohort shows that the most common cohort years of enrollment are 2019 followed by 2020. This finding is displayed in *Figure 2* below.

Figure 2.



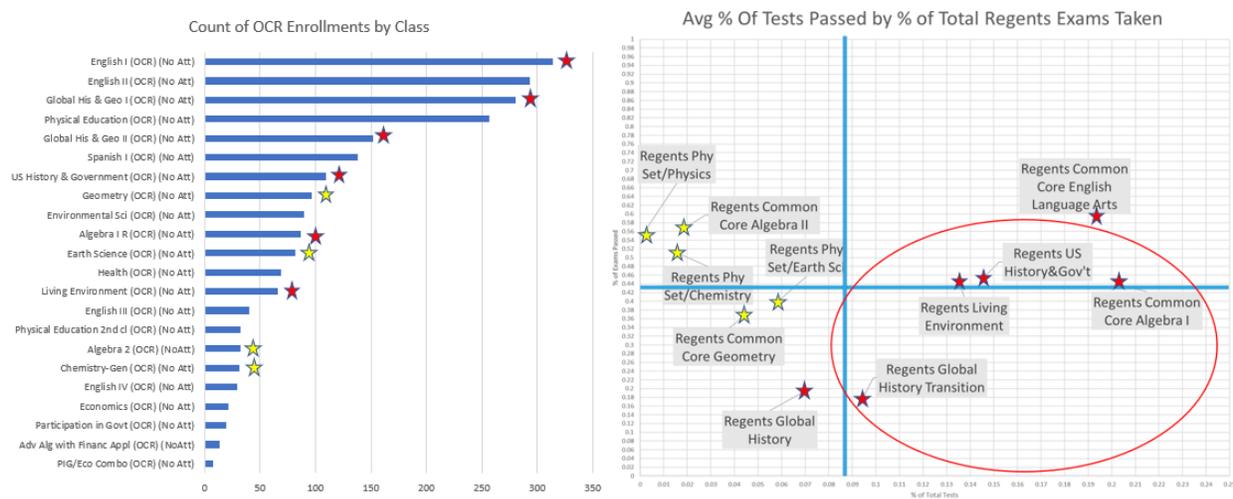
The majority of class enrollments in the Virtual Academy were for students whose primary language was English. Additionally, the second most common language for Virtual Academy class enrollments was Spanish. *Figure 3* shows the primary language of those enrolled in online classes as of January 4, 2023.

Figure 3.

| Language | Online Class Enrollments |
|---------------------|---------------------------------|
| English | 2344 |
| Spanish | 378 |
| Somali | 36 |
| Nepali | 12 |
| Karen | 8 |
| Arabic | 6 |
| Creoles and Pidgins | 5 |
| Other Language | 5 |
| Sign Language | 4 |
| Turkish | 3 |
| Kinyarwanda | 2 |
| Rundi | 2 |
| Swahili | 2 |
| Burmese | 1 |
| Khmer | 1 |
| Lao | 1 |
| Tagalog | 1 |
| Thai | 1 |
| Vietnamese | 1 |

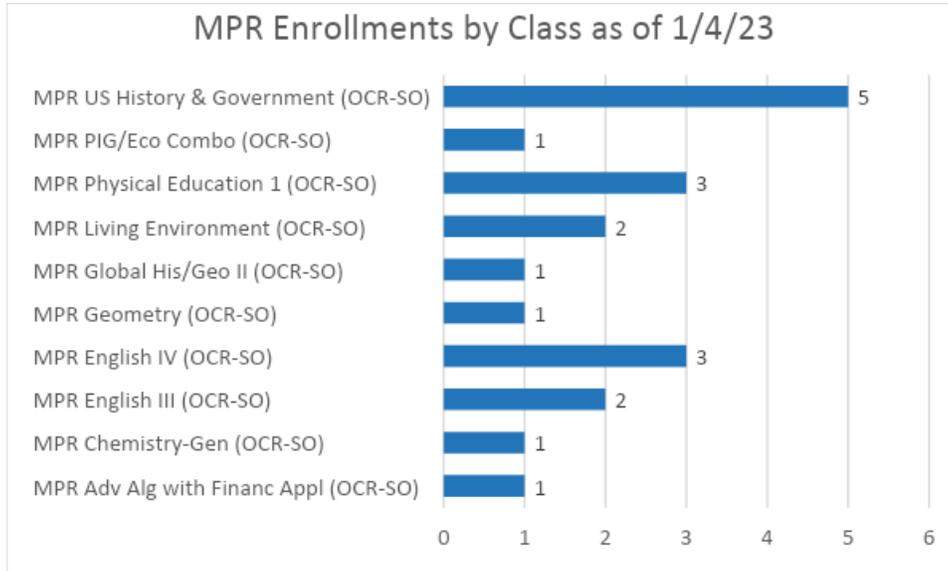
The vast majority of class enrollments offered through the RCSD Virtual Academy (2,260/2,848) were classified as Online Credit Recovery (OCR). Regents course passage is crucial to graduation in New York State. When comparing Regents passing rates and testing frequency between 2017-18 to 2019-20, credit recovery needs are apparent. *Figure 4* shows two figures, on the left is a bar graph of OCR class enrollments by class and the graph on the right depicts Regents Exam average scores on the Y axis, and a frequency tested metric on the X axis. In the graph on the right, red stars and a red circle are used to indicate data points/regions on the graph that represent high testing frequency and relatively low average scores. The red and yellow stars on the bar graph on the left help connect OCR classes with their associated Regents' exams. The trends in OCR for English 1/English Regents and Global History are promising. Students are retaking these courses online at high rates compared to other exams. However, it stands out that relatively few students are retaking Algebra 1 through OCR classes compared to those taking Geometry in OCR. Far fewer students attempt the Geometry Regents exam than the Algebra 1 Regents Exam, so it merits further research to determine why more Algebra 1 students who were not successful in their initial attempt are not retaking the class in OCR.

Figure 4.



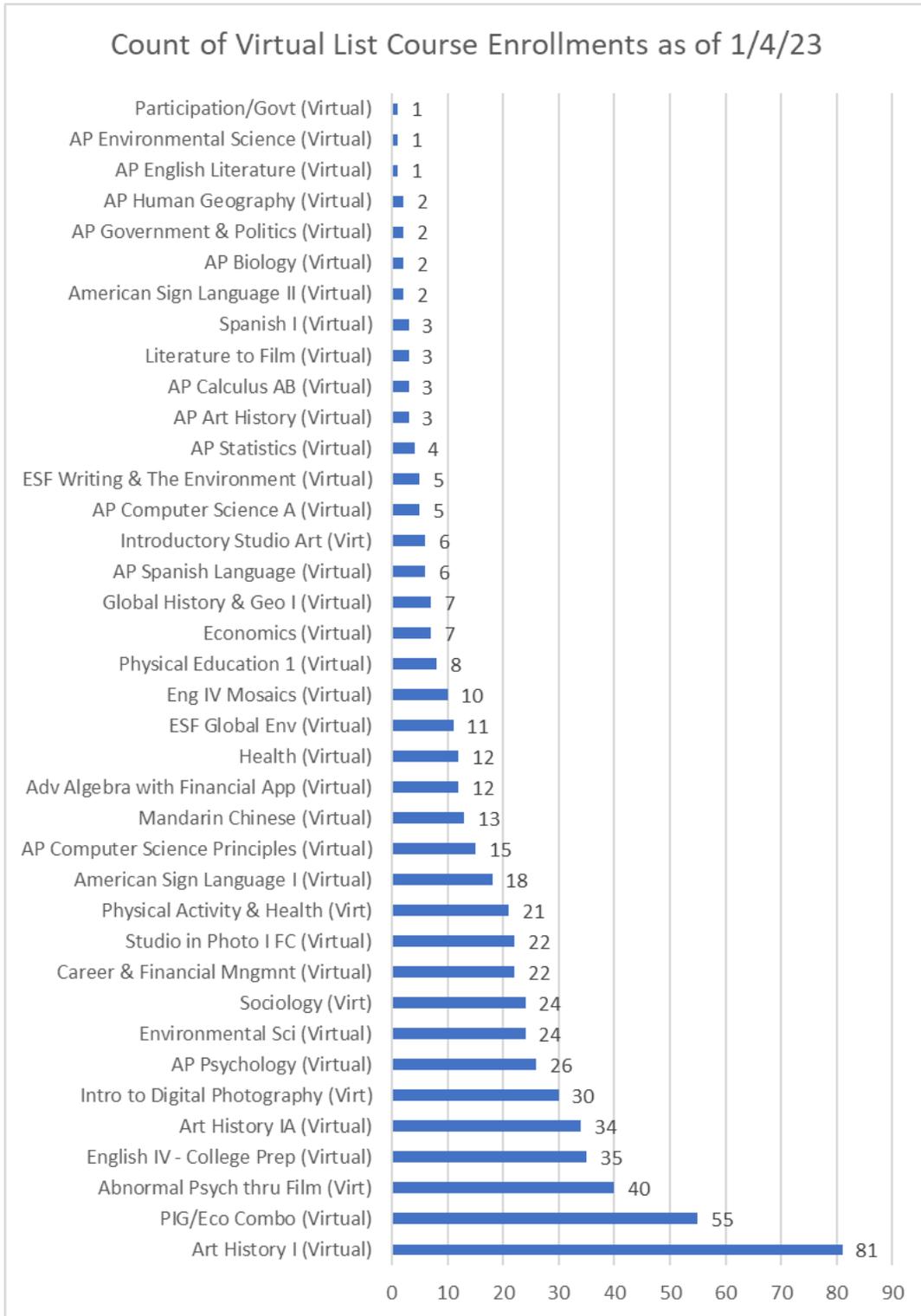
One specific type of OCR class is labeled as MPR, which is the label for Marking Period Recovery classes. These classes are taken when students fail a class in a previous marking period and must reattempt the work from the semester in order to pass the class at the end of the school year. *Figure 5* shows the frequency of enrollments by class name for MPR courses.

Figure 5.



Courses not classified as OCR are considered “Virtual List” courses. Virtual List courses are first attempts made by students to receive credit in the class. These courses range from High School level RCSD offerings, AP courses or six unique dual enrollment college classes. There are 576 unique students taking Virtual List courses and on average, Virtual List classes are 36.76% completed as of January 4, 2023. *Figure 6* depicts the number of unique enrollments in Virtual List courses as of January 4, 2023.

Figure 6.



English Language Learners Analysis

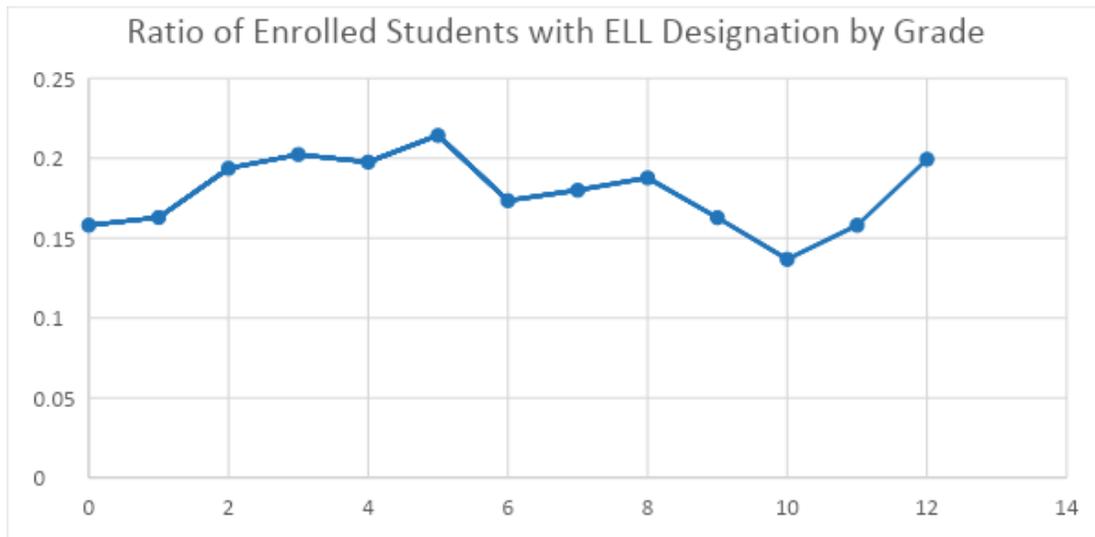
English Language Learners constitute a large portion of total RCSD students, as shown in *Figure 7*.

Figure 7.

| As of 12/28/22 | Count (Percent of Total) |
|----------------------------|--------------------------|
| Confirmed Non-ELL Students | 19,428 (85.20%) |
| Confirmed ELL Students | 3,375 (14.80%) |

The ratio of confirmed ELL students compared to the general student population, displayed in *Figure 8*, fluctuates slightly by grade, but not in a manner that is statistically significant.

Figure 8.



The vast majority of students classified as English Language Learners (ELLs) spoke Spanish at home. *Figure 9* outlines the top five languages spoken at home.

Figure 9.

| 5 Largest Groups of "Home Language Detail" | Enrolled Students Count |
|--|-------------------------|
| Spanish | 3,834 |
| Somali | 346 |
| Arabic | 287 |
| Nepali | 153 |
| Karen | 139 |

As of December 28, 2022, ELL students and Non-ELL students had almost identical attendance in RCSD schools. However, ELL students had a significantly lower rate of duplicate suspension. Both of these trends are detailed in *Figure 10*.

Figure 10.

| | Attendance | Duplicated Suspension |
|------------------|------------|-----------------------|
| Non-ELL Students | 80.55% | 15.38% |
| ELL Students | 80.86% | 5.25% |

Students between the grades of Kindergarten and 8th traditionally complete the i-Ready diagnostic in the Fall of each school year. In the fall of 2022, “Reading/ELA” and “Math” scale scores were compared between ELL and Non-ELL students, adjusted for grade. *Figure 11* below shows Reading/ELA Fall 2022 I-Ready scale scores, disaggregated by grade. Non-ELL students scored significantly better than ELL students, and this gap widened as students reached higher grade enrollment.

Figure 11.

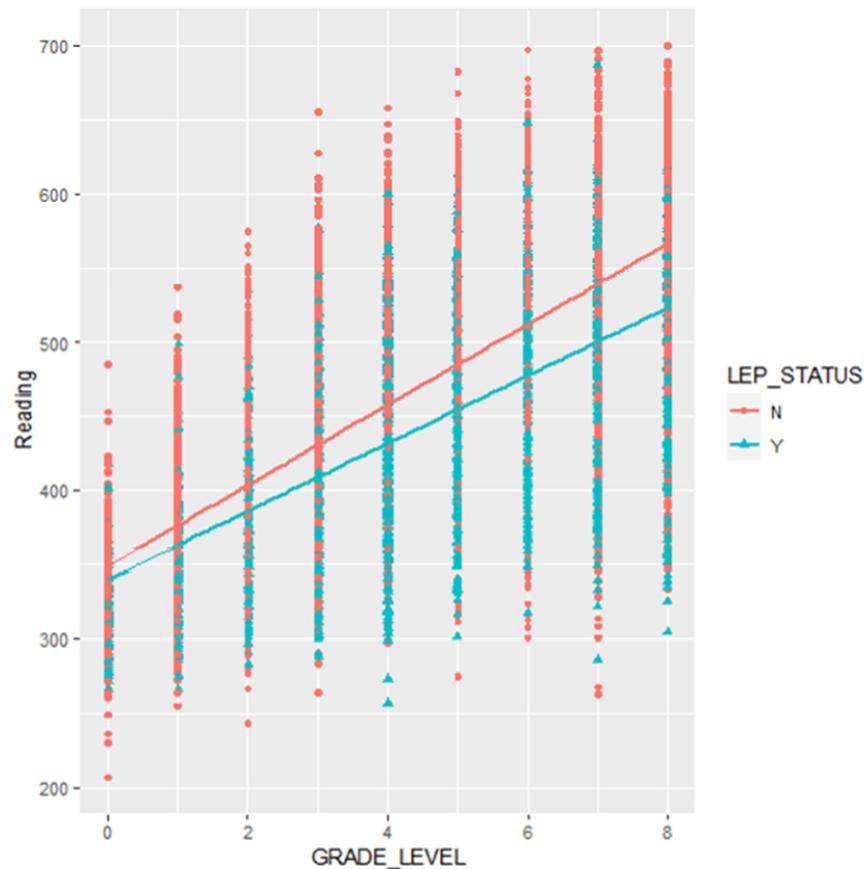
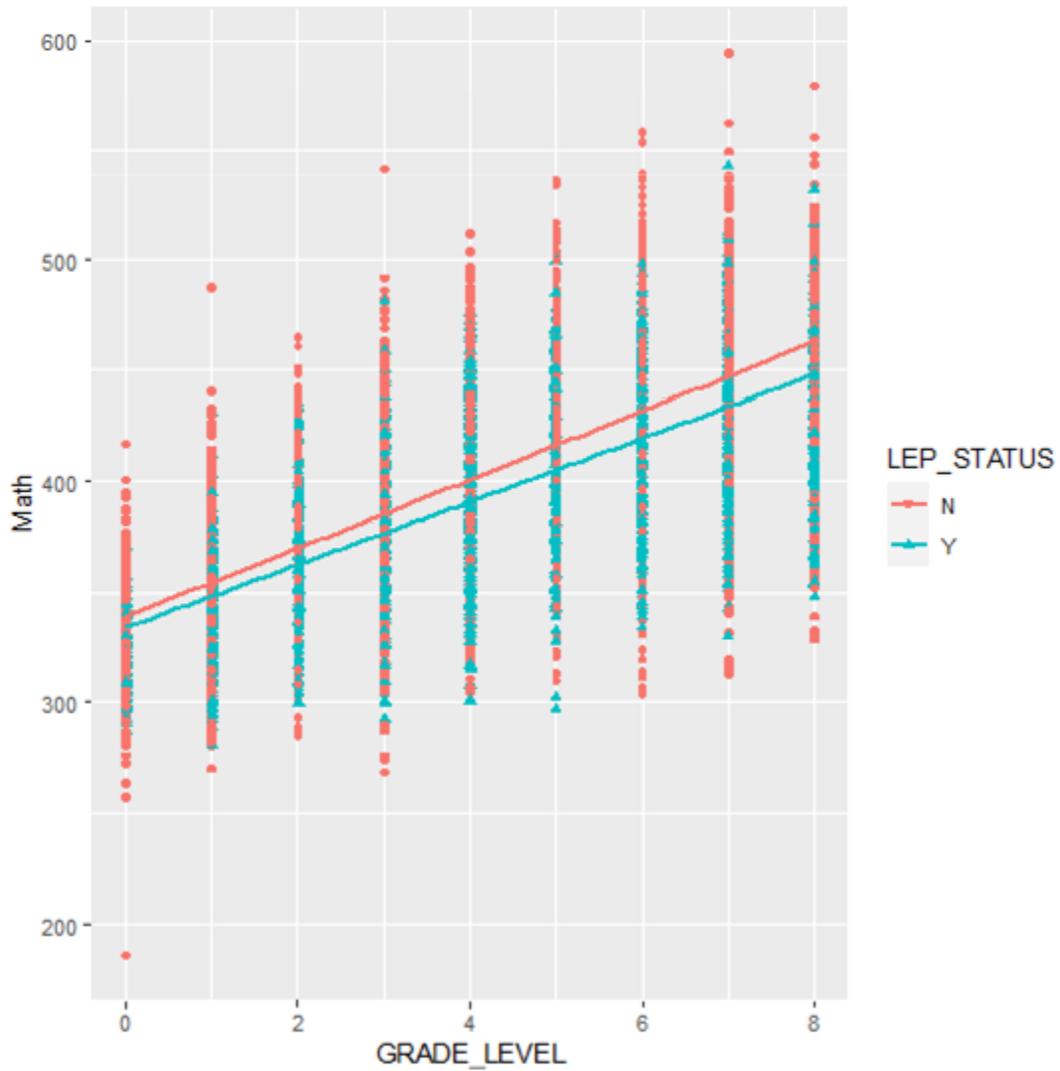


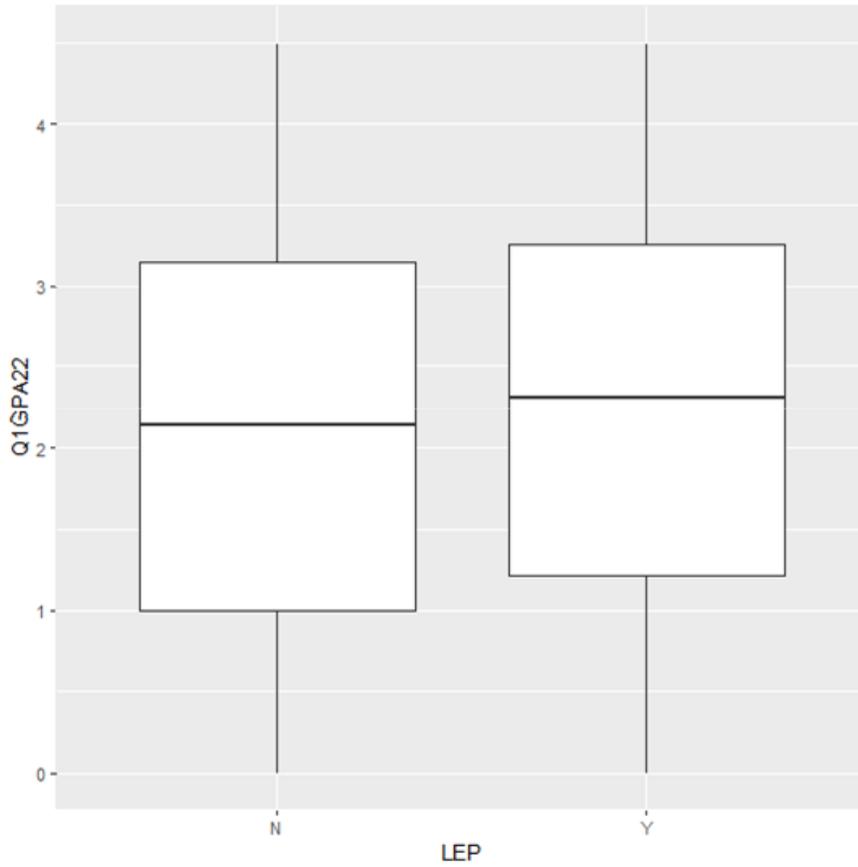
Figure 12 below shows Math Fall 2022 I-Ready scale scores, disaggregated by grade. Non-ELL students scored significantly better than ELL students, and this gap widened as students reached higher grade enrollment. However, this gap in scores between Non-ELL students and ELL students was not as large for Math as it was for ELA/Reading.

Figure 12.



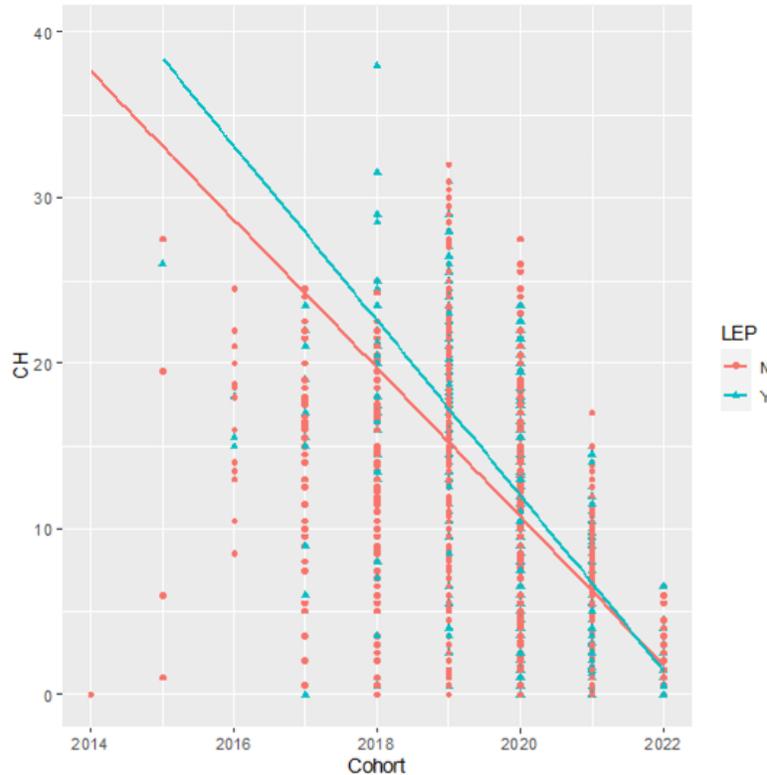
For all students who have a Q1 GPA for the 2022 school year, a Welch Two-Sample T-Test was performed to see if there was a significant difference between the GPA of ELL students and Non-ELL students. ELL students had an average Q1 GPA of 2.20 and Non-ELL students had an average Q1 GPA of 2.08. When the T-Test was run, a p-value of 0.012 was produced, which implies confidence that the Q1 GPA average of ELL students is significantly different than that of Non-ELLs. A box plot representing the difference in Q1 GPA in these two groups is shown in *Figure 13*.

Figure 13.



Another metric that shows student achievement is the number of credits earned by cohort. This metric was used to determine the impact of LEP (ELL) status on total credits by cohort. *Figure 14* shows that especially for older cohorts, ELL students have more credit earned (CH) than Non-ELL students.

Figure 14.



An important aspect to consider in ELL student education is the number of Full-Time Equivalents (FTEs) employed by RCSD that are able to speak to them in their primary language. These FTEs are denoted in title with either the suffix of “(Bilingual)” or “(ESOL)”. These FTEs can include bilingual positions from teachers to school secretaries. The presence of these select bilingual FTEs in RCSD schools can be compared to the total number of ELL students per school to create a ratio. The largest ratio is at School Without Walls, where there is one bilingual select FTE for every 35.83 ELL students. The smallest ratio is at NorthStar, where there is one bilingual select FTE for every 1.25 ELL students. *Figure 15* shows these ratios by score, sorted from largest to smallest ratio.

Figure 15.

| School Name | ELL/Bilingual Staff FTE Total | ELL Students | Select FTE to ELL Ratio |
|-------------------------------|-------------------------------|--------------|-------------------------|
| School Without Walls | 1.2 | 43 | 1 to 35.83 |
| # 50 - Helen B Montgomery | 11 | 242 | 1 to 22 |
| School of the Arts | 2 | 42 | 1 to 21 |
| # 5 - John Williams | 8 | 165 | 1 to 20.63 |
| # 15 - Children's School | 7.8 | 129 | 1 to 16.54 |
| Northeast High School | 4.2 | 68 | 1 to 16.19 |
| # 42 - Abelard Reynolds | 2 | 31 | 1 to 15.5 |
| Roch Early College Intrntnl | 4.4 | 67 | 1 to 15.23 |
| # 7 - Virgil I Grissom | 2 | 25 | 1 to 12.5 |
| RISE Community School | 3 | 37 | 1 to 12.33 |
| Edison Career & Technology | 19 | 228 | 1 to 12 |
| Jos. C. Wilson Found Acdmy | 2 | 23 | 1 to 11.5 |
| # 12 - Anna Murray-Douglass | 23 | 241 | 1 to 10.48 |
| # 8 - Roberto Clemente | 2.6 | 27 | 1 to 10.38 |
| Rochester International Acad | 12 | 122 | 1 to 10.17 |
| Franklin Upper School | 9 | 91 | 1 to 10.11 |
| # 53 - Montessori Academy | 1 | 10 | 1 to 10 |
| Northwest High School | 2 | 20 | 1 to 10 |
| James Monroe Lower School | 20.2 | 199 | 1 to 9.85 |
| # 17 - Enrico Fermi | 25.4 | 249 | 1 to 9.8 |
| # 9 - Dr Martin L King Jr | 28.5 | 271 | 1 to 9.51 |
| Jos. C. Wilson Magnet | 12 | 111 | 1 to 9.25 |
| # 33 - John James Audubon | 19.4 | 179 | 1 to 9.23 |
| # 46 - Charles Carroll | 2.5 | 23 | 1 to 9.2 |
| # 23 - Francis Parker | 1 | 9 | 1 to 9 |
| # 45 - Mary McLeod Bethune | 2 | 18 | 1 to 9 |
| # 35 - Pinnacle School | 19 | 165 | 1 to 8.68 |
| # 58 - World of Inquiry | 4 | 34 | 1 to 8.5 |
| # 10 - Dr Walter Cooper Aca | 1.6 | 13 | 1 to 8.13 |
| James Monroe Upper School | 30.1 | 244 | 1 to 8.11 |
| # 22 - Abraham Lincoln | 23.7 | 191 | 1 to 8.06 |
| # 16 - John W Spencer | 1 | 8 | 1 to 8 |
| # 54 - Flower City School | 1 | 8 | 1 to 8 |
| Franklin Lower School | 3 | 24 | 1 to 8 |
| East High School | 16.5 | 129 | 1 to 7.82 |
| # 3 - Dr Alice Holloway Young | 4 | 27 | 1 to 6.75 |
| # 34 - Dr Louis A Cerulli | 1 | 6 | 1 to 6 |
| # 39 - Andrew J Townson | 2.3 | 13 | 1 to 5.65 |
| # 28 - Henry Hudson | 39 | 215 | 1 to 5.51 |

| | | | |
|--------------------------------|-----|----|-----------|
| # 19 - Dr Charles T Lunsford | 1 | 5 | 1 to 5 |
| # 2 - Clara Barton | 1 | 5 | 1 to 5 |
| All City High | 2 | 9 | 1 to 4.5 |
| East Lower School | 7 | 31 | 1 to 4.43 |
| # 4 - George M Forbes | 3 | 11 | 1 to 3.67 |
| # 25 - Nathaniel Hawthorne | 3 | 10 | 1 to 3.33 |
| # 52 - Frank Fowler Dow | 3 | 10 | 1 to 3.33 |
| # 29 - Adlai E Stevenson | 2 | 5 | 1 to 2.5 |
| Roch. Early Childhood Cntr-NE | 1.3 | 2 | 1 to 1.54 |
| North STAR Educational Program | 0.8 | 1 | 1 to 1.25 |

Summary of Findings

1. About 15% of all RCSD students are classified as ELL
2. Spanish is by far the most common language spoken other than English
3. ELL and Non-ELL students have almost identical attendance trends
4. ELL students have a lower duplicated suspension rate than Non-ELL students
5. I-Ready Reading/ELA scores are higher for Non-ELLs between grades K-8
6. I-Ready Math scores are higher for Non-ELLs between grades K-8, but this gap is less in Math than it is for Reading/ELA
7. Q1 2022 GPAs are significantly higher for ELL Students than they were for Non-ELL students
8. Ratios of Bilingual FTE equivalents to ELL students varies significantly by school site

Castle Learning Software

Castle Learning is an online service that facilitates content review and appropriate assessments for the following subjects: Math, Science, Social Studies, English and Foreign Languages. Students and teachers are provided with progress reports and immediate feedback through this service.

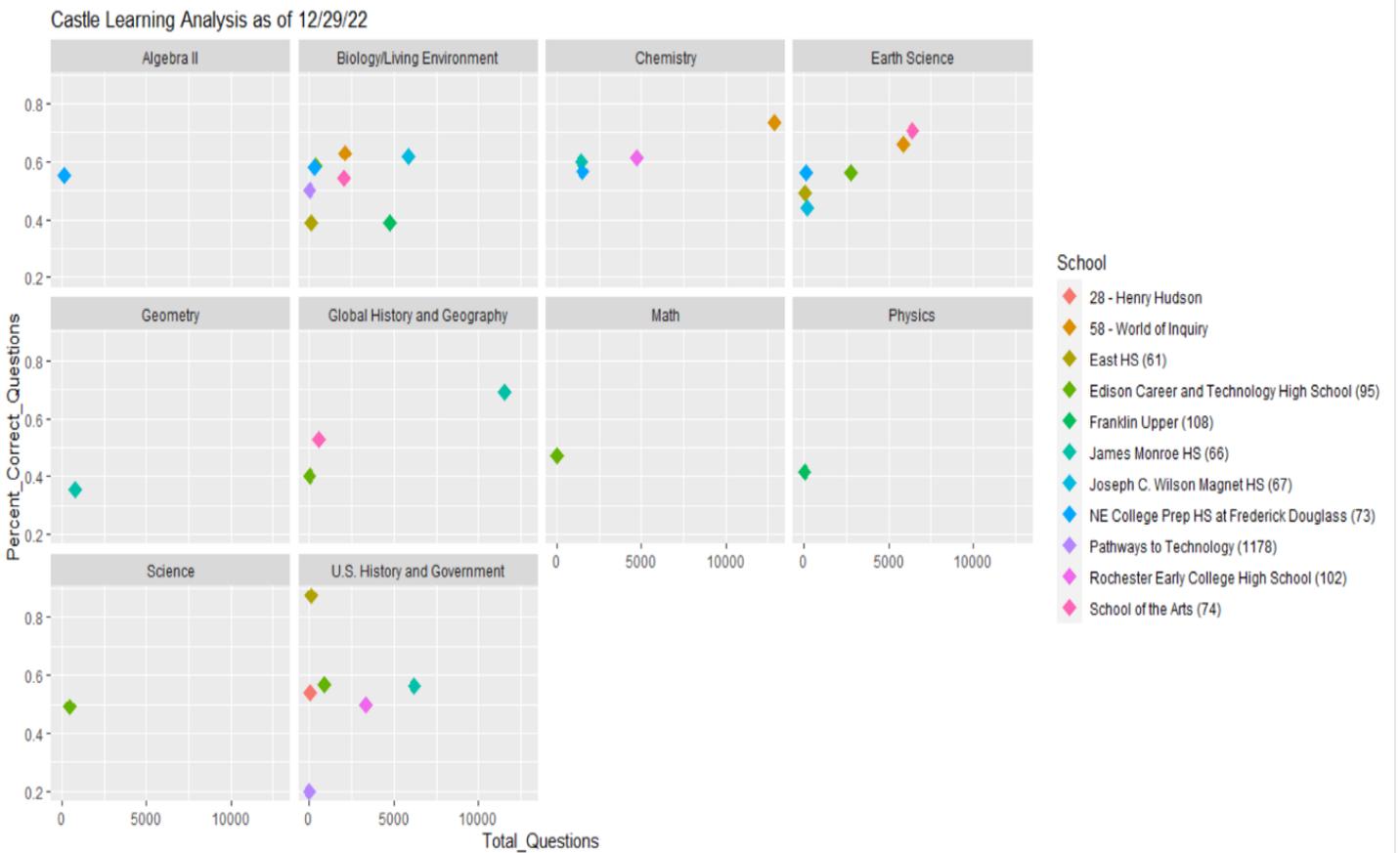
The following five classes, included in *Figure 16*, used Castle Learning most frequently: Chemistry, Earth Science, Biology/Living Environment, U.S. History and Government, and Global History and Geography. Each of these classes are high school Regents level courses, specifically three science and two social studies.

Figure 16.

| | <i>As of 12/29/22</i> | | |
|------------------------------|---------------------------|---------------------------------------|--|
| Course | Questions Answered | Unique Class Castle Enrollment | Average Questions Answered by Student |
| Chemistry | 20,763 | 152 | 136.6 |
| Earth Science | 17,631 | 215 | 82.0 |
| Biology/Living Environment | 16,077 | 232 | 69.3 |
| U.S. History and Government | 11,671 | 170 | 68.7 |
| Global History and Geography | 12,192 | 203 | 60.1 |
| Algebra II | 154 | 9 | 17.1 |
| Science | 564 | 34 | 16.6 |
| Geometry | 874 | 58 | 15.1 |
| Physics | 21 | 2 | 10.5 |
| French | 10 | 1 | 10.0 |
| Music | 10 | 1 | 10.0 |
| Social Studies | 46 | 5 | 9.2 |
| Math | 172 | 20 | 8.6 |
| English Language Arts | 23 | 4 | 5.8 |
| Spanish | 18 | 4 | 4.5 |
| Spanish for Beginners | 3 | 1 | 3.0 |
| Total | 80,229 | 1111 | 72.2 |

Figure 17 shows the total number of questions answered by students on the x axis and the ratio of these questions that were answered correctly. The color of the point indicates the school and the facet wrap indicates the class in which Castle Learning was used. Figure 17 shows that different schools use Castle Learning at different rates than others. These schools also show different levels of success in answering Castle Learning questions.

Figure 17.



Professional Learning Opportunities

As of November 2022, RCSD staff accumulated 11,428 unique professional learning course attendances and 41,886.5 professional learning credits earned. There were 307 unique professional development course offerings within this time period. *Figure 18* shows the distribution of professional learning courses attended by professional development credits earned by an employee.

Figure 18.

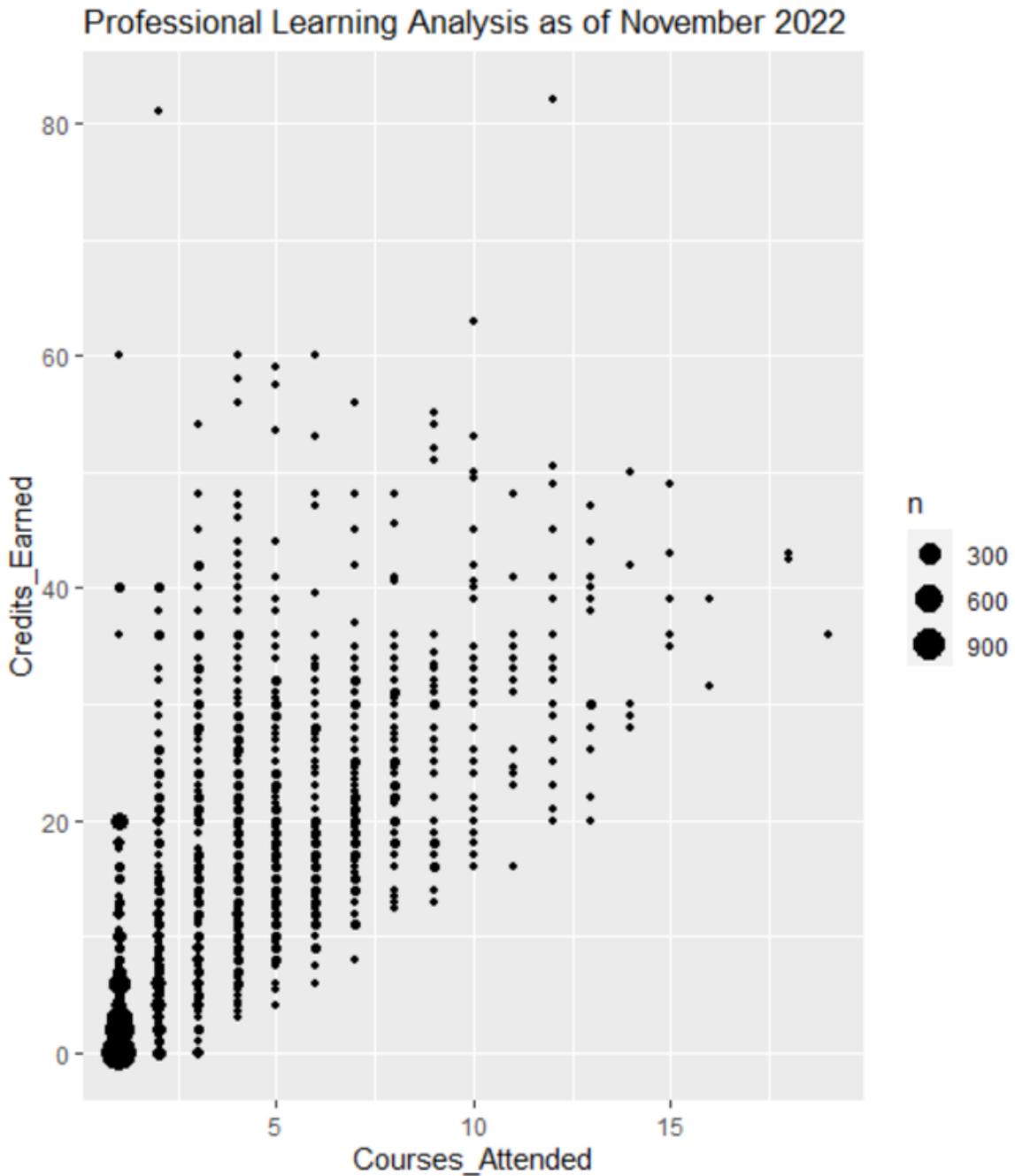


Figure 19 shows the number of attendees and the number of earned credits per professional learning course. It also delineates the type of professional learning course offered, simplified by the six most popular course types and the label “other”, which serves as a stand-in for the additional 63 possible types.

Figure 19.



Figure 20 is the full catalog of professional learning courses offered at the district as of November 2022.

Figure20.

| Label | Professional Learning Course |
|-------|--|
| 1 | IT_eLearning: Digital Transformation: Chromebooks in the Classroom |
| 2 | IT_eLearning: Digital Transformation: Google 101 |
| 3 | IT_eLearning: Digital Transformation: Transformation 101 |
| 4 | IT_eLearning: Digital Transformation: Google 102 |
| 5 | IT_eLearning: eLearning LMS: Teaching Your Virtual Course |
| 6 | IT_eLearning: eLearning LMS: Creating Your Virtual Course |
| 7 | IT_eLearning: Digital Transformation: Blend and Flip Your Classroom |
| 8 | IT_eLearning: Digital Transformation: Transformation 201 |
| 9 | IT_eLearning: SMART Suite: Enhancing Your Instruction with the SMART Notebook Introduction |
| 10 | IT_eLearning: Digital Transformation: Making Thinking Visible with Google |
| 11 | IT_eLearning: Dynamic Learning: Book Creator |
| 12 | IT_eLearning: Dynamic Learning: Thinglink |
| 13 | IT_eLearning: Digital Transformation: Tech Up Formative Assessment |
| 14 | IT_eLearning: Hive Summit |
| 15 | COMM_eLearning: Social Media 101 |
| 16 | IT_eLearning: Dynamic Learning: BrainPop |
| 17 | IT_eLearning: Dynamic Learning: Padlet |
| 18 | SS_eLearning: Teaching Accurate and Comprehensive Black History in K-12 Schools |
| 19 | IT_eLearning: SMART Suite: Enhancing Your Instruction with SMART Lumio Online |
| 20 | IT_eLearning: Screencastify: Level 1- Mastering |
| 21 | IT_eLearning: Screencastify: Level 2- Genius |
| 22 | IT_eLearning: Edpuzzle: Level 1: Introduction with Google Classroom |

| | |
|----|---|
| 23 | IT_eLearning: Edpuzzle: Level 2: Intermediate |
| 24 | IT_eLearning: Dynamic Learning: Pear Deck |
| 25 | MTH_eLearning: Next Gen Standards for Mathematics (K-8) |
| 26 | IT_eLearning: The New Classroom: Transforming the Way We look at Teaching |
| 27 | IT_eLearning: Digital Transformation: Power Up Your Class with Gamification |
| 28 | IT_eLearning: Dynamic Learning: Edulastic |
| 29 | SCH03_Book Study-Strategies that Work: Teaching Comprehension for Understanding |
| 30 | DOME_ Biliteracy from the Start: Overview & Refresher Summer 2022 |
| 31 | DOME_Dynamic Bilingualism in the Content Areas Summer 2022 |
| 32 | DOME_The Translanguaging Classroom_Summer 2022 |
| 33 | ELL_Accelerate Language Learning through Academic Content Summer School -Instructional Strategies |
| 34 | OSI_ Introduction to Data Wise: A Collaborative Process to Improve Learning and Teaching: Summer 2022 |
| 35 | UPK_Creative Arts Connections for COR Session 1 for EPK Classrooms (Pre-K3) Summer 2022 |
| 36 | ELA_Digging into Curriculum K-12 Summer 2022 |
| 37 | UPK_Sign Language SUMMER PD 22 |
| 38 | UPK_Creating a Welcoming Environment for Multilingual Learners SUMMER PD 22-23 |
| 39 | UPK_Creative Arts Connections for COR Session 1 for UPK Classrooms (Pre-K4) SUMMER PD 2022-23 |
| 40 | UPK_Promoting Children's Success: Pyramid Model Session 1 (Summer 2022) |
| 41 | UPK_Promoting Children's Success: Pyramid Model Session 2 (Summer 2022) |
| 42 | UPK_The Role of a Preschool Paraprofessional/Assistant SUMMER PD 2022 |
| 43 | UPK_Toilet Training for RCSD Paraprofessionals: Required Potty Training (Summer 2022) |
| 44 | ELA_Next Generation ELA Writing Standards Progressions K-12 Summer 2022 |

| | |
|----|---|
| 45 | ELA_Next Generation ELA Reading Standards Progressions K-12 Summer 2022 |
| 46 | UPK_Compassion Fatigue SUMMER PD 2022 |
| 47 | UPK_Constructive Feedback and Active Listening SUMMER 2022 |
| 48 | UPK_An Overview of Emotional Trauma/ACES SUMMER 2022 |
| 49 | UPK_Professional Boundaries SUMMER PD 22-23 |
| 50 | UPK_Self-Awareness (Summer 2022) |
| 51 | UPK_Whose Kids are These? Abuse, Neglect, and Professional Boundaries (Summer 2022) |
| 52 | SCH28_School 28 Summer Quest Learning PD |
| 53 | UPK_Problem Solving SUMMER PD 2022-23 |
| 54 | MTSS_You're an MTSS Liaison, so what? Summer 2022 |
| 55 | UPK: Tools for Every-Day Anti-Racism SUMMER 2022 |
| 56 | UPK_Infusing Math Throughout Your Day: It's Easy as 1, 2, 3! Summer 2022 |
| 57 | MTH_eLearning: Next Gen Standards and a Deep Dive into the Instructional Shifts (K-8) |
| 58 | MTSS_Effectively Implementing Problem-Solving Teams (Summer 2022) |
| 59 | UPK_Bridging the Home-School Learning Spaces with PBS KIDS (Part 1) SUMMER PD 2022 |
| 60 | UPK_Bridging the Home-School Learning Spaces with PBS KIDS (Part 2) SUMMER 2022 |
| 61 | UPK_Sensory Play for PreK SUMMER PD 2022 |
| 62 | MTSS_Successful Tier 1 Strategies that Support Student Success (Summer 2022) |
| 63 | SCI_Elements of the OpenSciEd Curriculum & Unit 1 of Grades 6-8 Summer 2022 |
| 64 | SCI_Elements of the OpenSciEd Curriculum & Unit 2 of Grades 6-8 Summer 2022 |
| 65 | SCI_Elements of the OpenSciEd Curriculum & Unit 3 of Grades 6-8 Summer 2022 |
| 66 | SCI_Elements of the OpenSciEd Curriculum & Unit 4 of Grades 6-8 Summer 2022 |
| 67 | SCI_Elements of the OpenSciEd Curriculum & Unit 5 of Grades 6-8 Summer 2022 |
| 68 | SCI_Elements of the OpenSciEd Curriculum & Unit 6 of Grades 6-8 Summer 2022 |

| | |
|----|---|
| 69 | SCI_3-D Assessments Summer 2022 |
| 70 | SCI_3-D Teaching and Learning Summer 2022 |
| 71 | SCI_Right to Know & Spill Make and Take Summer 2022 |
| 72 | SS_ Enslavement in Upstate NY: local history of enslavement & abolition through inquiry & restorative practices (Summer 2022) |
| 73 | SCH33_Quest Summer School PD #33 |
| 74 | SSS_Restorative Practices and Equity Summer 2022 |
| 75 | RISE_Summer Quest 2022 Learning |
| 76 | SCH12_ROC Summer Arts Staff PLE Summer 2022 |
| 77 | SOTA_Commencement 9-10 at SOTA Professional Learning Institute Follow-up |
| 78 | SS_Culturally Relevant/Reflective Practices & Curriculum in K-6 Social Studies (Summer 2022) |
| 79 | SESHV_Speech Dept 22-23: Foundations Language Enrichment Program Advanced Training Summer 2022 |
| 80 | SESHV_Intro to Foundations Language Enrichment Program Summer 2022 |
| 81 | SPED_Foundational Literacy Skills for Students with Disabilities K-6 Summer 2022 |
| 82 | SPED_Students with Disabilities in the General Education Classroom Summer 2022 |
| 83 | SPED_Tier I Classroom Management Strategies and De-Escalation Techniques for SWD Summer 2022 |
| 84 | CIT_New Mentor Summer Training 2022 |
| 85 | CIT_New Teacher Orientation 2022 |
| 86 | SSS_Ensuring the Educational Rights of Students in Transition-Under the McKinney-Vento Act Summer 2022 |
| 87 | HPE_Whole School, Whole Community, Whole Child Collegial Circle Summer 2022 |
| 88 | SPED_Teaching Reading Foundational Strategies for SWD in the Secondary Classroom Summer 2022 |
| 89 | UPK_Build 'Em Up: Kids, Blocks, Science and Books SUMMER 2022 |

| | |
|-----|---|
| 90 | SS_The Antiracist Curriculum Project: LatinX Identity: Summer 2022 |
| 91 | SS_Mikva Challenge: Engaging Youth in Elections: Summer 2022 |
| 92 | GEN_Commencement Summer School 2022 Professional Development |
| 93 | EQU_Everyday Antiracism: Getting Real About Race in Schools, Summer 2022 |
| 94 | EQU_NYS Culturally Responsive Sustaining Education Framework, Summer 2022 |
| 95 | EQU_Equity and Educational Excellence, Summer 2022 |
| 96 | SPED_Cultivating Emotional Resilience in Educators SUMMER 2022 |
| 97 | SPED_High Quality School Psychology Evaluations and Report Writing SUMMER 2022 |
| 98 | SS_Black History 365 Textbook Facilitator Training: Summer 2022 |
| 99 | SS_EverFi: 306-Digital African American History Curriculum/Binah-Building Insights to Navigate Antisemitism & Hate: Summer 2022 |
| 100 | SS_Project Soapbox in the Elementary Classroom Summer 2022 |
| 101 | SCPD_Introduction to Asset Mapping: Part I Summer 2022 |
| 102 | SS_Mikva Challenge: Creating Student Voice Committees: Summer 2022 Grades 7-12 |
| 103 | SCPD_Asset Mapping as a Community Engagement Strategy: Part II Summer 2022 |
| 104 | SCPD_Asset Mapping as an Attendance Strategy: Part III Summer 2022 |
| 105 | CSD_Food Pantry Startup Part 1 Summer 2022 |
| 106 | CSD_Food Pantry Startup Part 2 Summer 2022 |
| 107 | SS_EverFi: Financial Literacy for High School: Summer 2022 |
| 108 | RAP_Verbal De-Escalation & Disengagement |
| 109 | EQU_Establishing a Common Language around Race and Racism in the Rochester City School District, Summer 2022 |
| 110 | EQU_Students Can't Wait...Equity In Action, Summer 2022 |
| 111 | EQU_Clarissa Uprooted: The Exhibit-Unearthing Stories of Our Village (1940s-early 1970s), Summer 2022 |
| 112 | SCPD_Introduction to Strategic and Community Partnerships Summer 2022 |

| | |
|-----|--|
| 113 | CSD_Community Schools 101 Summer 2022 |
| 114 | SSS_The CASEL 5, Creating a Strong CORE for Social-Emotional-Learning (Summer 2022) |
| 115 | SSS_Naviance Basics (Summer 2022) |
| 116 | SSS_Culturally Responsive Trauma Support (Summer 2022) |
| 117 | OPL_ New Course Requester / Level 1 Approver Training |
| 118 | OPL_Course Requester / Level 1 Approver Refresher Training |
| 119 | ELT_Lego Coach Training Summer 2022 Aug 15 |
| 120 | LMS_Introduction to TLC Library Solutions (Summer 2022) |
| 121 | LMS_Trends in Library Resources |
| 122 | LMS_Database Boot Camp (Summer 2022) |
| 123 | ARTS_Arts Boot Camp K-12 Arts Best Practices |
| 124 | ARTS_Arts Boot Camp K-12 Pedagogy Academics |
| 125 | ARTS_Arts Boot Camp K-12, SEL, Relationships and Management |
| 126 | ELA_LETRS: Science of Reading - Volume 1 Unit 1 |
| 127 | MTSS_eLearning: Unpacking Standards for Tier 1 Success Course 1 |
| 128 | GEN_All In: High-Leverage Moves for Urban Education Reform Conference |
| 129 | SCH53_How To Be An Antiracist |
| 130 | OPL_Classroom Management: Proactive and Responsive Strategies |
| 131 | COMM_Smores |
| 132 | COMM_Robocalls |
| 133 | COMM_Media |
| 134 | GEN_Getting Started with Discovery Education (Summer 2022) |
| 135 | GEN_Creating Engaging Lessons with Discovery Education (Summer 2022) |
| 136 | GEN_Bring the World to Your Classroom with Discovery Education's Virtual Field Trips (Summer 2022) |

| | |
|-----|--|
| 137 | GEN_Supporting Social Emotional Learning with Discovery Education (Summer 2022) |
| 138 | SPED_22-23 Psych Mentor Collegial Circle |
| 139 | FUS_'Pushout: The Criminalization of Black Girls' Collegial Circle |
| 140 | Gen_Therapeutic Crisis Intervention for Schools |
| 141 | COMM_Marketing 101 |
| 142 | COMM_Social Media 102 |
| 143 | COMM_Website |
| 144 | COMM_Hybrid Virtual Events |
| 145 | ECT_Architecture & Interior Design Externship |
| 146 | FUS_CSDF: Cybersecurity and Digital Literacy |
| 147 | FUS_CSDF: Computational Thinking, Network & Systems Designs |
| 148 | SCI_Introduction to Gizmos - Summer 2022 |
| 149 | SCI_Expanding the Gizmos Experience - Summer 2022 |
| 150 | SCI_Applying Sense-Making Scientific Practice with Gizmos - Summer 2022 |
| 151 | SCH28_Socio-Emotional Focus |
| 152 | SCH_54 Part 2 Utilizing Heggerty to Strengthen Phonemic Awareness in 1st and 2nd Grade |
| 153 | FUS_NYSCATE Choice Boards |
| 154 | FUS_NYSCATE Escape Rooms |
| 155 | SESHV_Speech Dept: Mentor Collegial Circle - Grit: The Power of Passion and Perseverance |
| 156 | SCH28_SmartNotebooking & Google Slides For Everyone |
| 157 | SS_AP Summer Institute - United States History |
| 158 | SS_OER Conference for Social Studies Summer 2022 |
| 159 | SS_Debate in Social Studies Summer 2022 |

| | |
|-----|---|
| 160 | SS_Mikva Challenge Summer Institute, Day 1, Summer 2022 |
| 161 | SS_Mikva Challenge Summer Institute, Day 2, Summer 2022 |
| 162 | SS_5th Annual Teaching Black History Conference Day 1 |
| 163 | SS_5th Annual Teaching Black History Conference Day 2 |
| 164 | SS_5th Annual Teaching Black History Conference Day 3 |
| 165 | RTA_Engagement Strategies for a Captivating, Trauma-Informed Classroom |
| 166 | RTA_Promoting Executive Functioning in the Classroom: Goal Setting, Planning, Prioritizing & Organization |
| 167 | RTA_Promoting Executive Functioning in the Classroom: Remembering: Teaching students how to retain information. |
| 168 | RTA_Be the Wildcard, Bringing Your Classroom to Life |
| 169 | RTA_The Bridge Between SEL and Student Equity |
| 170 | RTA_Promoting Executive Functioning in the Classroom. Cognitive Flexibility: Shifting and Flexible Problem Solving. |
| 171 | OPL_SBPT/PBPT Professional Learning Process Training 2022-2023 |
| 172 | ECT_Masonry&ConstructionExternship |
| 173 | ECT_Electrical Industry Externship |
| 174 | ECT_Deep Discourse A Framework for Cultivating Student-Led Discussions to Support Student Writing |
| 175 | SCH_33 Orton Gillingham Training |
| 176 | ARTS_EducatorResilience |
| 177 | ARTS_Modern Band Summit 2022 |
| 178 | EAST_Your Children Are Very Greatly in Danger |
| 179 | EASTU_Grading for Equity |
| 180 | SCH50_ Language for Learning |
| 181 | SOTA_Virtual AP Capstone Professional Learning Experience |

| | |
|-----|--|
| 182 | RTA_Best Practices for Working with ELLs: Incorporating Translanguaging Strategies into Instruction |
| 183 | WCA_We Want to do more than survive: Summer Book Study |
| 184 | EASTU_The Art of Coaching Teams 101 |
| 185 | EAST_Arts Academic Language |
| 186 | MONU_Restorative Practices - Walking After Midnight |
| 187 | SCH54_2022 Summer Institute |
| 188 | SCH05_Supporting Executive Functioning in the Classroom |
| 189 | GEN_New Strategies for New Teachers with Discovery Education |
| 190 | RTA_Promoting Executive Functioning in the Classroom: Self- Monitoring and Self Checking: Encouraging Independence |
| 191 | RTA_Promoting Executive Functioning in the Classroom: Emotional Regulation within the Academic Mindset. |
| 192 | RTA_Understanding and Writing Quality IEPs |
| 193 | RTA_Cooperative Discipline |
| 194 | SCH12_Problem Solving Intervention Team '22-'22 |
| 195 | SCH45_The 7 Habits of Highly Effective People |
| 196 | SCH45_Instructional Leadership Summit 2022: Be In the Journey |
| 197 | SCH05_Hundred Book Challenge Training |
| 198 | SCH05_The Morning Meeting Handbook |
| 199 | SCH05_Goal Setting for Student Growth |
| 200 | SCI_NSTA National Conference on Science Education - Chicago 2022 |
| 201 | GEN_Leadership Summit 2022- Principals- Aug 3-5 |
| 202 | GEN_Unbound Ed Standards Institute |
| 203 | SCH58_Crew Institute |
| 204 | SCH58_Expeditionary Learning Jumpstart 2022 |

| | |
|-----|--|
| 205 | RTA_Teaching Students to Code in the Elementary Classroom |
| 206 | SCH58_Summer Expedition Planning & Best Practices for Alignment with CFA's |
| 207 | SCH46_Zones of Regulation |
| 208 | SCH22_Unlocking English Learners' Potential |
| 209 | SCH22_Culturally Responsive Teaching & the Brain |
| 210 | SCH22_Enriching our Teaching and Learning |
| 211 | SCH45_TCRWP July Writing Institute 2022 |
| 212 | SOTA_AllyShip in the Classroom Summer 2022 |
| 213 | SOTA_Chemistry Collaboration PLC |
| 214 | SOTA_Phenomenal Science Teaching PLC Summer 2022 |
| 215 | SCH08_Onward: Cultivating Emotional Resilience in Educators - August 2022 |
| 216 | UPK_Community & School Gardening : Using your classroom science materials and pacing guide to teach science. SUMMER 2022 |
| 217 | UPK_Seesaw Updates and Sharing in PreK Summer 2022 |
| 218 | SCH15_Conscious Classroom Management |
| 219 | ECT_TI-nspire CXII Workshop-Session 1 |
| 220 | ECT_TI-nspire CXII Workshop-Session 2 |
| 221 | SCH017_Authentic Assessment |
| 222 | SCH22_Trauma-Informed Practices |
| 223 | UPK_Inclusive Active Play! Practical ways to include Preschoolers with disabilities in physical activities with their peers. |
| 224 | UPK_PALS Summer2022 |
| 225 | MONU_Expanding on Culturally Responsive Foundations |
| 226 | MONU_Tech Talks 2022-2023 |
| 227 | SCH23_Using the Data Wise Process to Inform Instruction |

| | |
|-----|---|
| 228 | UPK_ Literacy Series: Little Writers Becoming Little Readers Summer 2022 |
| 229 | UPK_ Writing Phase 1: Hands that Play are Hands that Write! |
| 230 | UPK_ Process Art and Social Emotional Learning |
| 231 | UPK_ Pre-K Kick Off: The Best is Yet to Come! Summer 22-23 |
| 232 | Y&J_ The Science of Food and Fuel: A Nourish The Future AG Biotech Workshop |
| 233 | Y&J_ Knowledge of Student Treatment Strategies for Students with Mental Health Concerns |
| 234 | SCH35_ Summer Google Rotations (Workshop) |
| 235 | SCH35_ MTSS |
| 236 | SCH35_ Intermediate Make and Take |
| 237 | SESHV_ Speech Department: 22-23 STEPS Program Collegial Circle |
| 238 | SPED_ High Quality School Psychology Evaluations and Report Writing |
| 239 | BEWL_ TPRS Collegial Circle 2022-23 |
| 240 | SCH35_ Summer Lucy Calkins Writer's Workshop Model |
| 241 | UPK_ Hope: The Core of Resilience Summer 22 |
| 242 | UPK_ Pre K New Teacher - Summer 22 |
| 243 | SCH35_ iReady |
| 244 | UPK_ Pre K New Teacher Training Learning Environment - Summer 22 |
| 245 | SCH35_ iStation PD |
| 246 | UPK_ Pre K New Teacher Training Adult Child Interaction - Summer 22 |
| 247 | UPK_ Pre K New Teacher Training Daily Routine - Summer 22 |
| 248 | UPK_ Pre K New Teacher Training Make and Take - Summer 22 |
| 249 | GR_ PBL 201 Workshop |
| 250 | GR_ PBL 201 Workshop (Received Stipend) |
| 251 | GR_ PBL 101 Workshop |

| | |
|-----|--|
| 252 | GR_PBL 101 Workshop (Received Stipend) |
| 253 | SCH05_Summer Learning Institute |
| 254 | GEN_ RCSD Visual Leadership Summit 2022 |
| 255 | RTA_ Understanding Your Students by Exploring the Characteristics of Teacher-Student Relationships |
| 256 | EastL_Choosing to See |
| 257 | NWJHS_PBIS Books to Build your PBIS Library |
| 258 | SCH10_Summer Cooper Institute |
| 259 | ARTS_GRAOSA Workshops 2022-2023 |
| 260 | RTA_ Let's Meet in the Middle |
| 261 | RTA_ Morning Meeting : Creating a Classroom Community (K-5) |
| 262 | RTA_ Making the Connections that Motivate Learning |
| 263 | FLS_Quality Core Instruction for Middle School |
| 264 | SCH58_Elementary Evidence Based Strategies for Writing |
| 265 | SCH10_PBL Professional Development |
| 266 | EASTU_Exploring a Problem of Practice Semester 1 |
| 267 | SCH106_ASD Collegial Circle |
| 268 | NECHS_Earth and Environmental Science Institute |
| 269 | ELA_Brigance III Training |
| 270 | SCH09_The Ins and Outs of Fountas & Pinnell Benchmark Assessments |
| 271 | ARTS_New Teacher Institute |
| 272 | ECT_Introducing EduProtocols |
| 273 | SCH25_Tier 1 Instruction |
| 274 | GEN_Principal Leadership Professional Learning 2022-2023 |
| 275 | MTSS_Liaison Forum and Training 2022-2023 |

| | |
|-----|--|
| 276 | OSS_School Violence & Prevention Response |
| 277 | GEN_Getting Started with Discovery Education Series |
| 278 | ELA_Literacy Leaders Professional Learning Team: Semester 1 |
| 279 | RTA_Trauma Informed Educating |
| 280 | SESHV_Speech Dept 22-23: LessonPix Tips and Tricks for Speech Pathologists |
| 281 | SCH45_The CORE of Leader in Me |
| 282 | SCH45_Leader In Me Lighthouse Journey |
| 283 | EAST_Anti-Racism and Critical Reflection |
| 284 | ELA_Hallmark #1 Persevering through Complex Texts |
| 285 | IT_LTG Personalized Learning PD |
| 286 | IT_ESFHS Teacher Professional Development |
| 287 | RTC_Exemplars for Defining and Implementing Culturally Informed Teaching |
| 288 | SCI_Building Science Liaisons 9-12 |
| 289 | SCI_Building Science Liaisons K-8 |
| 290 | SCI_Building Grade-level Science Experts 6-8 |
| 291 | SSS_Introduction to Restorative Practices |
| 292 | SCI_Building Science Experts (Grades K-5) - Summer 2022 |
| 293 | SCI_Building Science Liaisons (Grades K-12) - Summer 2022 |
| 294 | LMS_MAKERSPACES IN LIBRARIES |
| 295 | RTC_Beautiful Ways of Being and Acting, a Culturally Grounded Approach to Student Behavior and Classroom Interactions (Copy) |
| 296 | SSS_EACH Youth Project ECHO |
| 297 | GEN_Mystery Science with Discovery Education |
| 298 | GEN_Supporting Special Education & ELL Students with Discovery Education |
| 299 | SOTA Culturally Relevant Literature for Adolescents 2022-2023 |

| | |
|-----|---|
| 300 | ELT_Lego Coach Training Summer 2022 Aug 16 |
| 301 | CTE_Instructional Strategies for CTE Classrooms |
| 302 | GEN_Discovery Education - My Classrooms and the Student Experience |
| 303 | GEN_Discovery Education and Social Studies Techbook for Grades 6-12 |
| 304 | GEN_Spotlight on Strategies and Using Studio with Discovery Education |
| 305 | GEN_Superintendent's Conference Day September 6 2022 |
| 306 | SESHV: 22-23 Foundations Language Enrichment and Hearing in the Classroom |
| 307 | SS_Project Soapbox |

Gaggle Software

Figure 21.

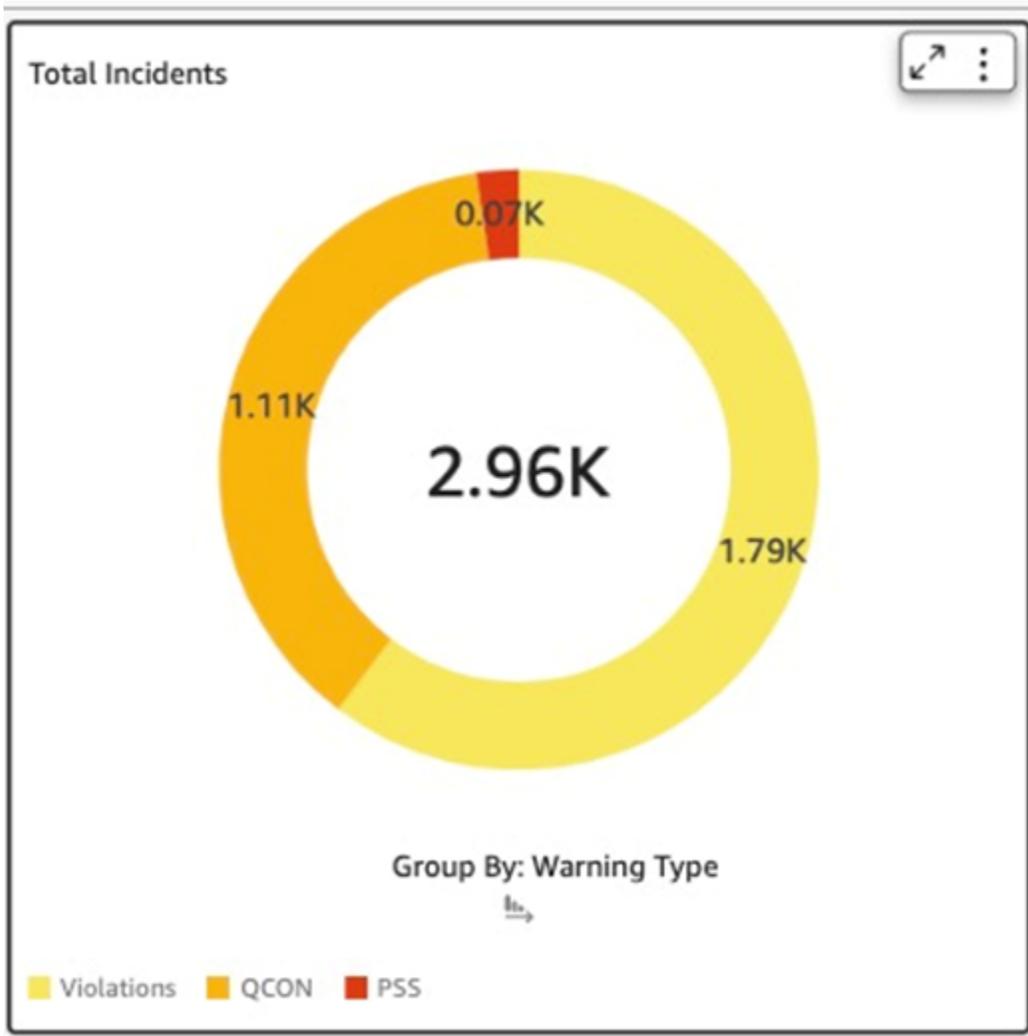
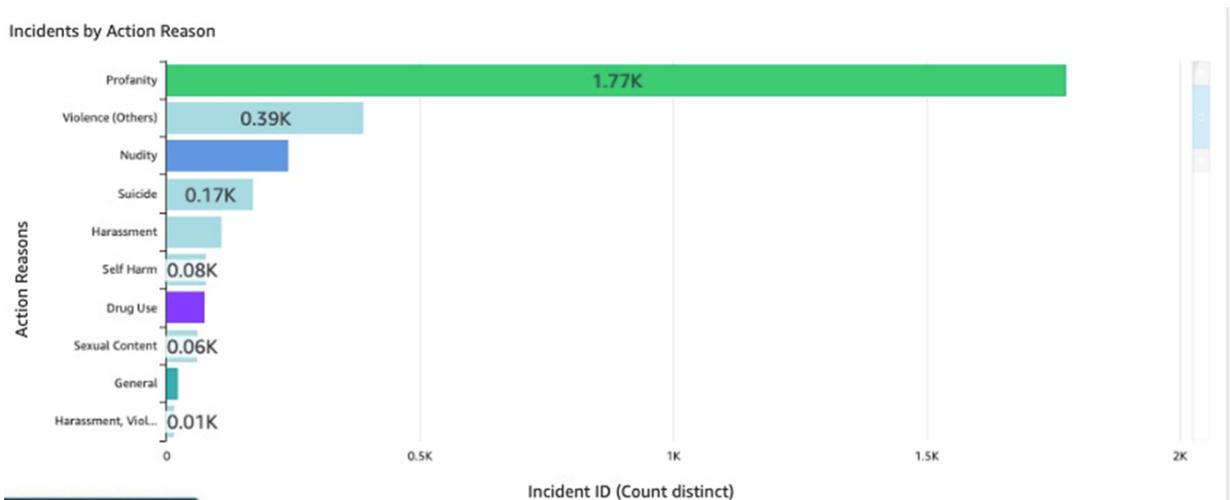


Figure 22.



Center For Youth - Help Zone

As of January 30, 2023, RCSD students have made 15,528 confirmed visits to Help Zones in the 2022-23 school year. These visits were made by a total of 3,801 students. The average number of visits per the 3,801 students that used the Help Zone was 4.09 visits. *Figure 23* shows the distribution of number of total visits per student.

Figure 23.

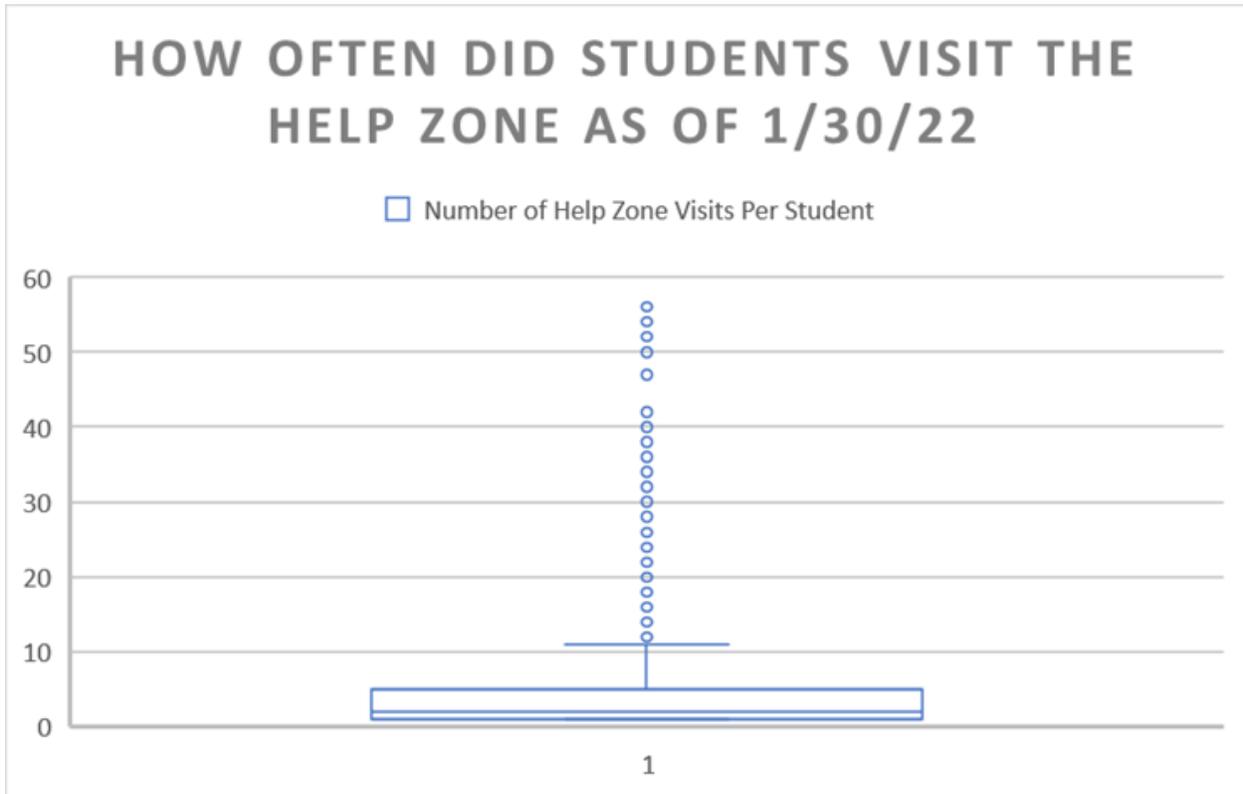
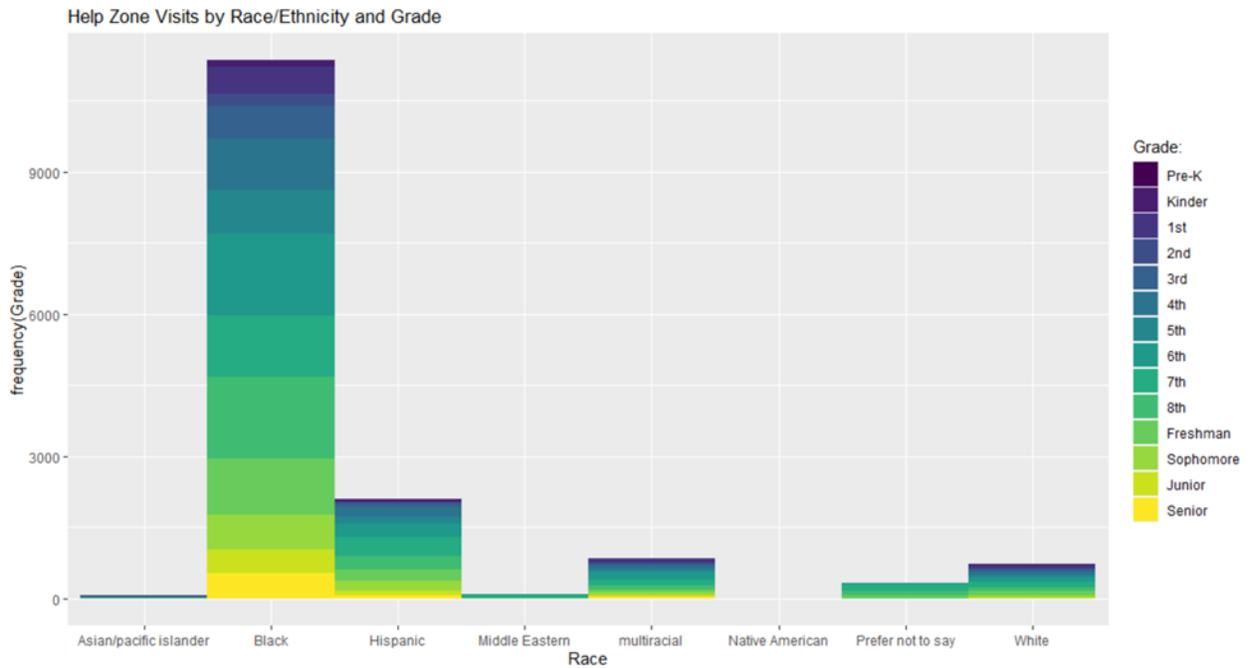


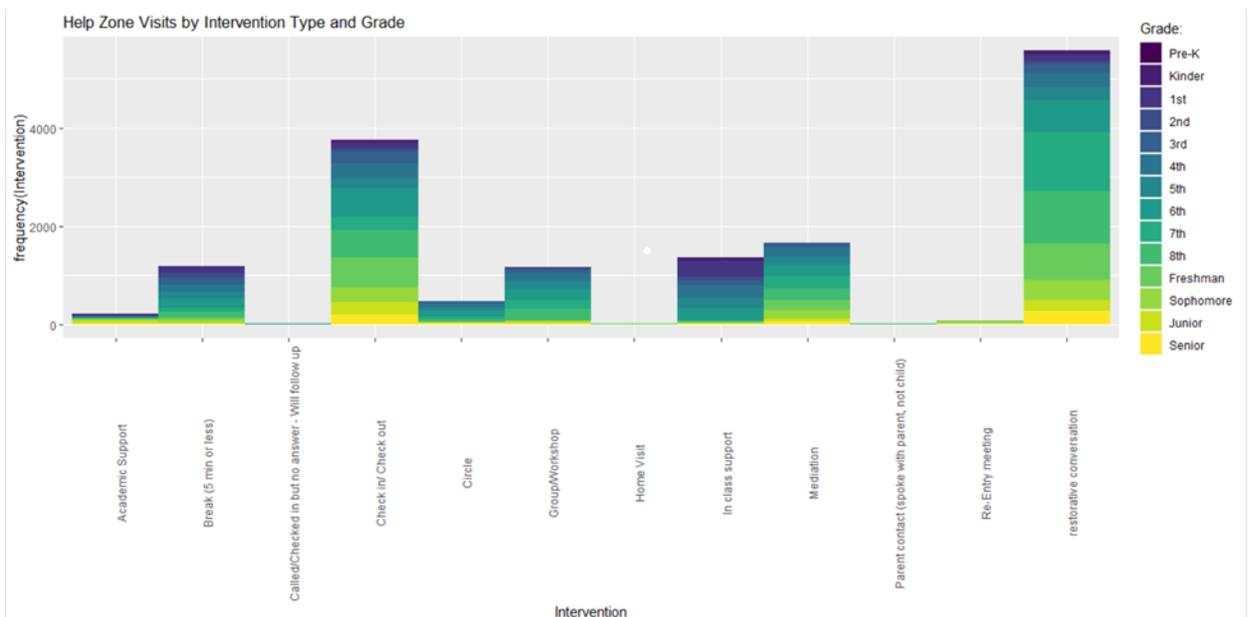
Figure 24 shows the number of Help Zone visits per race/ethnicity labeled by grade. Black/African American middle school students constitute the largest group that has used the Help Zone this school year.

Figure 24.



When students attend the Help Zone, an intervention is provided. The most common intervention was “restorative conversation” as shown in Figure 25.

Figure 25.



The mechanism by which students arrived at the Help Zone is also tracked and shown in *Figure 26*. The most common method by which students arrived at the Help Zone was “Self (student)”, meaning that they recognized they needed the services and voluntarily arrived. High School students were more likely to self-report the Help Zone than arrive there by any other method. Middle Schoolers arrived at the Help Zone through a combination of self-reporting, being admin assigned and being sent out of class.

Figure 26.

