ROCHESTER CITY SCHOOL DISTRICT

QUARTER 3 REPORT 2022-2023

ESSA FUNDED PROGRAMS

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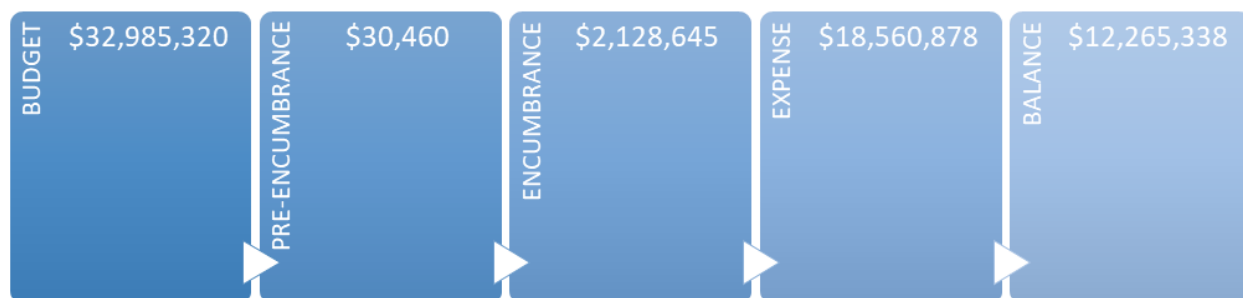
Title I, Part A – Improving Basic Programs Operated by LEAs

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

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$32,985,320	$30,460	$2,128,645	$18,560,878	$12,265,338

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.

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$376,028	$1,445	$97,628	$88,012	$188,943
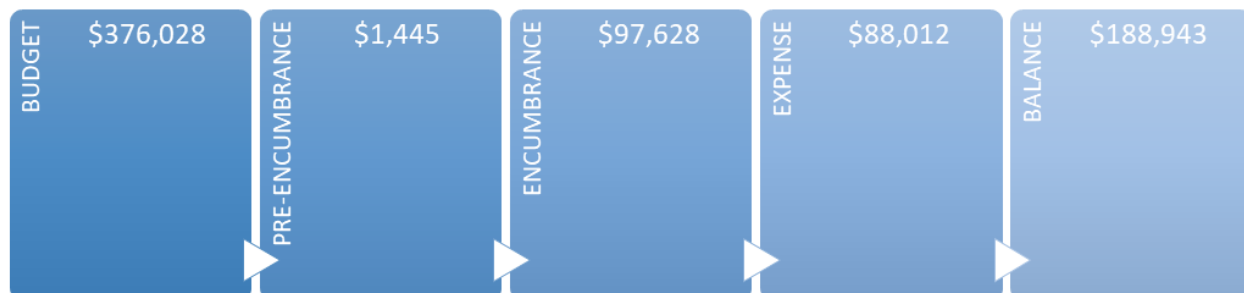
School Improvement Reserve (~$6.8M or ~21%)

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
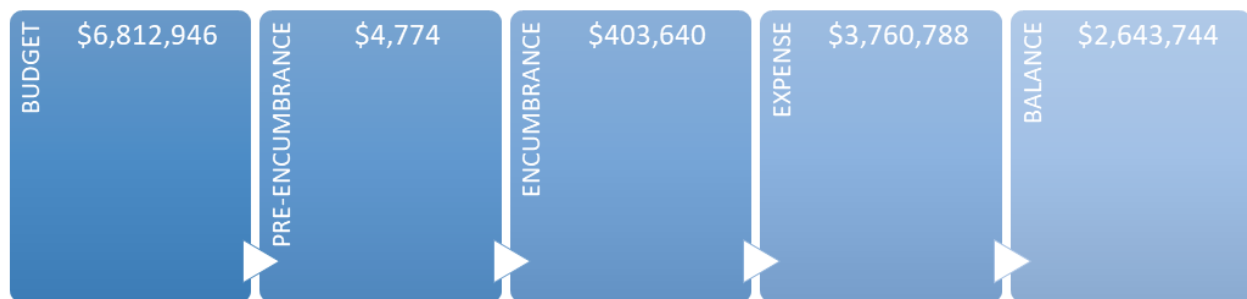- Progress monitoring tools such as Data Warehouse and PSAT/SAT
- Additional supports for schools in CSI and CSI-R accountability statuses
- SAMs Innovation Conference
- Supports for School Innovation

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$6,812,946	$4,774	$403,640	$3,760,788	$2,643,744

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

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$17,529,890	$1,200	$769,747	$10,554,543	$6,204,401
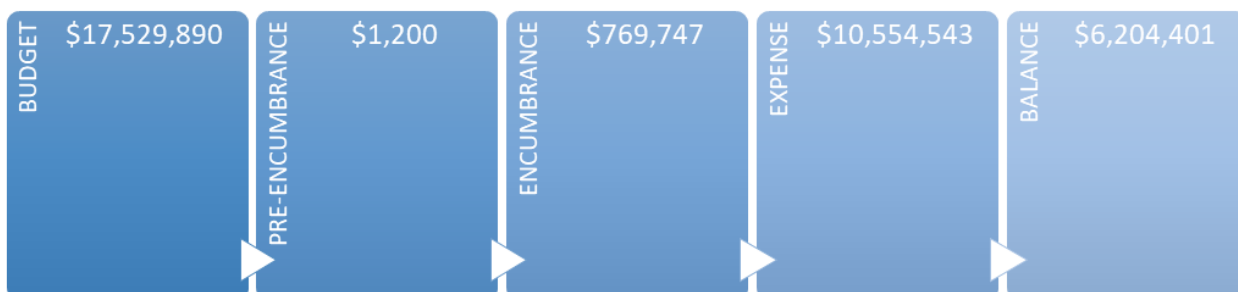
Title I, Part A - Critical Next Steps

Parent and Family Engagement
- Continued implementation of Parent and Family Engagement Plans
- Planning for summer Parent and Family Engagement Activities
- Annual review of Parent Engagement Policy

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

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

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$2,805,912	$0	$377,573	$1,285,521	$1,142,818
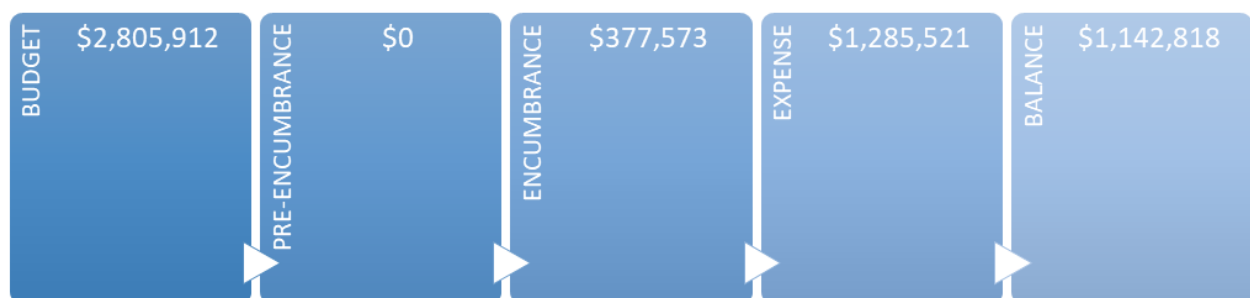
School Improvement Supports (~$545K or ~25%)
- Instructional Coaches – District schools are implementing a common reading curriculum and program in grades K-5 and revised curricula in other content areas. Instructional coaching positions have been created to support teachers in the implementation of 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

- Planning for 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
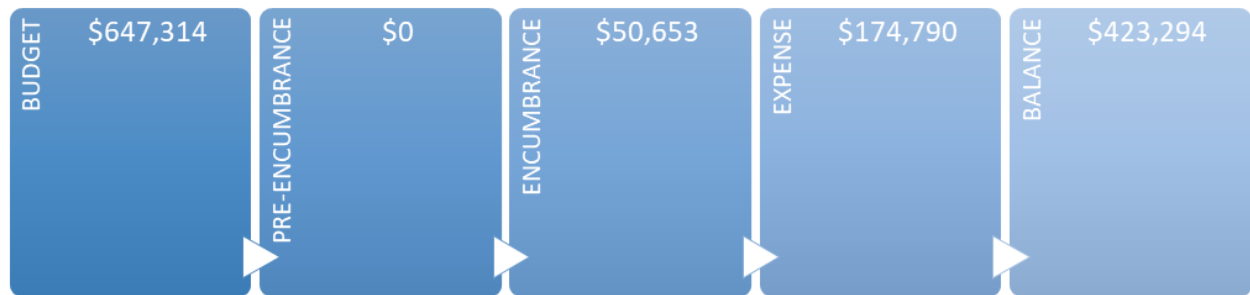
Critical Next Steps: OHC

- 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

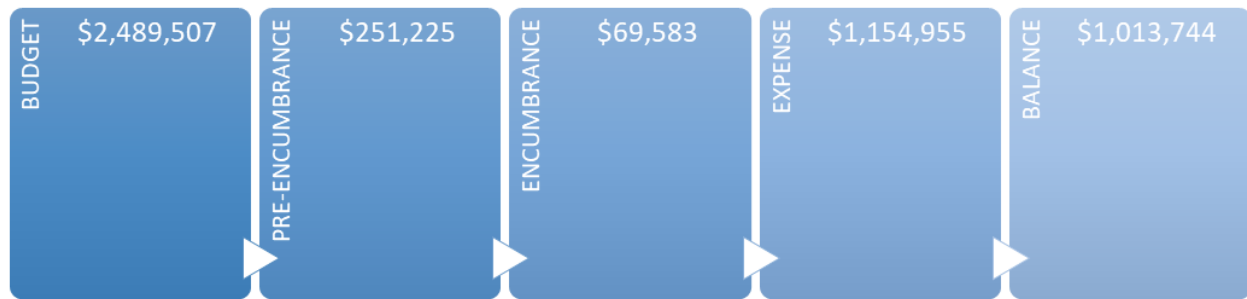| BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$647,314	$0	$50,653	$174,790	$423,294

Title III - Critical Next Steps

- Professional Development offerings for teachers and leadership teams
- Parent and Family outreach events
- 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

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$2,489,507	$251,225	$69,583	$1,154,955	$1,013,744

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
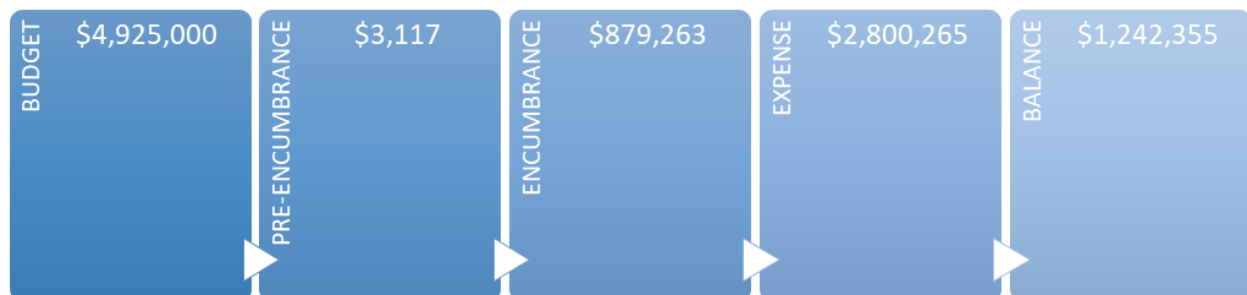
Critical Next Steps

- Monitoring of Gaggle to support safe, effective and appropriate use of devices.

- Ensure equitable access to high quality curriculum.
- Planning for 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

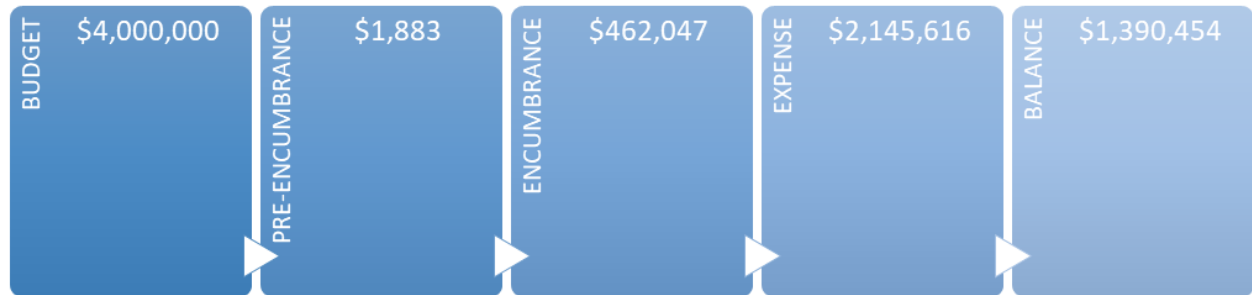| BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$4,925,000	$3,117	$879,263	$2,800,265	$1,242,355

Critical Next Steps
- Planning for Summer Learning Institute at all ATSI, CSI, and CSI-R schools
- 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

BUDGET	$4,000,000	PRE-ENCUMBRANCE	$1,883	ENCUMBRANCE	$462,047	EXPENSE	$2,145,616	BALANCE	$1,390,454

Critical Next Steps

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

BUDGET	PRE-ENCUMBRANCE	ENCUMBRANCE	EXPENSE	BALANCE
$225,000	$0	$42,899	$137,234	$44,868
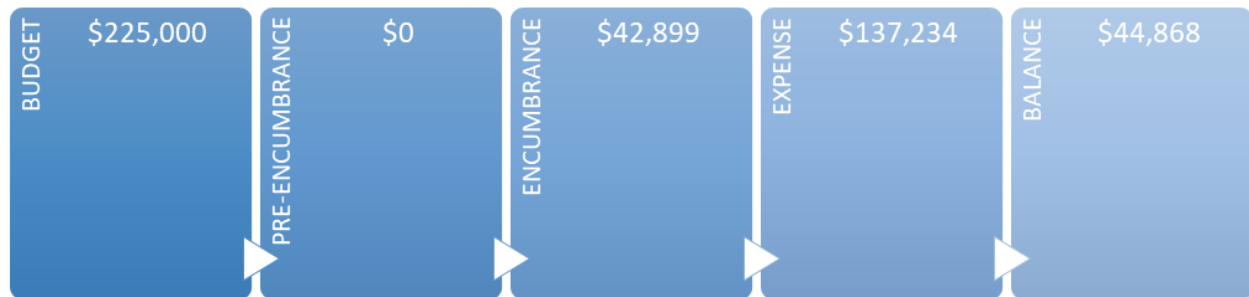
Critical Next Steps

- Continued implementation of credit recovery programming
- Continued development of relationship building

Research and Evaluation for ESSA Funded Programs

After School Programming

Afterschool programming at RCSD is tracked through the Office of School Innovation in conjunction with PowerSchool for attendance tracking. *Figure 1* shows the percent of students who registered but did not attend an afterschool program. It also shows the unique number of students who registered for the afterschool program and the percent attendance for students that attended at least one day of afterschool programming.
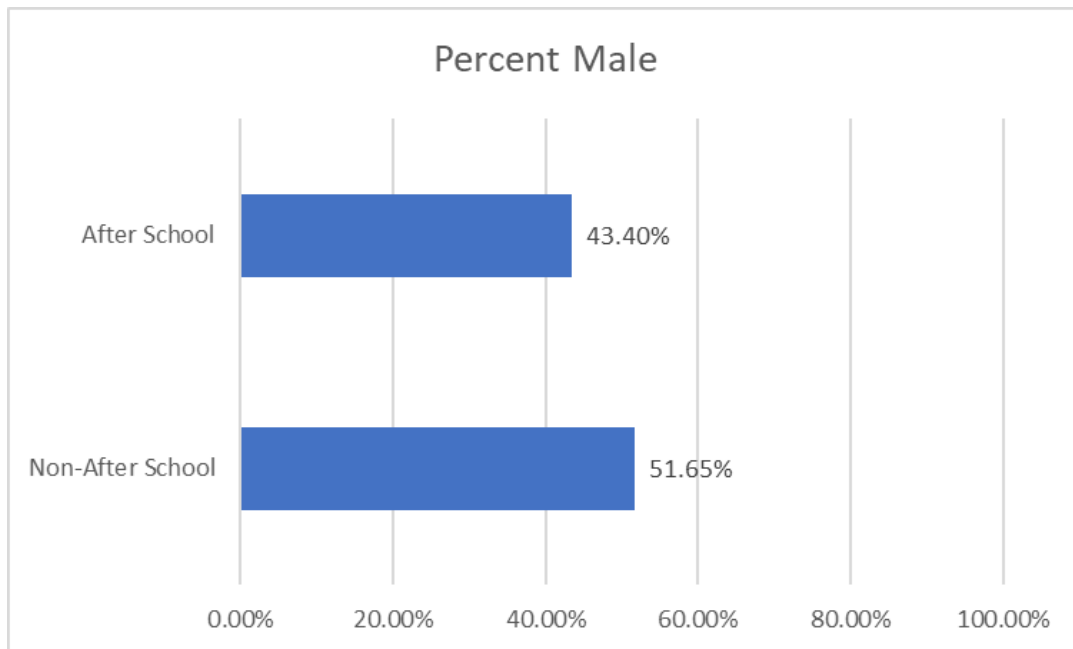
Figure 1.

	Percent Registered Students With 0% Attendance	Unique Registered Students	Percent Attendance (Minimum One Day)
Franklin Lower	15.91%	44	34.53%
Franklin Upper	30.43%	23	49.20%
School Without Walls	56.34%	71	22.74%
Mary McLeod Bethune	34.78%	23	86.21%
Andrew J. Townson	10.00%	40	71.65%
Dr. Louis A. Cerulli	0.00%	85	75.13%
Anna Murray-Douglass Academy	4.61%	152	67.52%
Dr. Martin Luther King Jr.	23.04%	204	50.36%

Figure 1 depicts a lack of uniformity in each of the three column results above. This indicates inconsistency across schools, either in terms of fidelity of implementation or in the method of attendance tracking.

Further analysis was conducted on the balance of students who enrolled in afterschool programs compared to those that did not. There were significant differences between these two groups on the basis of student attributes. Balance analyses are crucial to monitoring program equity and for making recruitment adjustments for future years.

Figure 2 shows that there are significantly more female than male students participating in afterschool programs compared to the makeup of the individual eight schools.

Figure 2.

Percent Male

After School: 43.40%

Non-After School: 51.65%

(Axis: 0.00%, 20.00%, 40.00%, 60.00%, 80.00%, 100.00%)

Additionally, *Figure 3* shows that afterschool programs have significantly more students with LEPs than the eight schools these programs derive.

Figure 3.

Percent LEP

After School: 21.86%

Non-After School: 15.71%

(Axis: 0.00%, 20.00%, 40.00%, 60.00%, 80.00%, 100.00%)
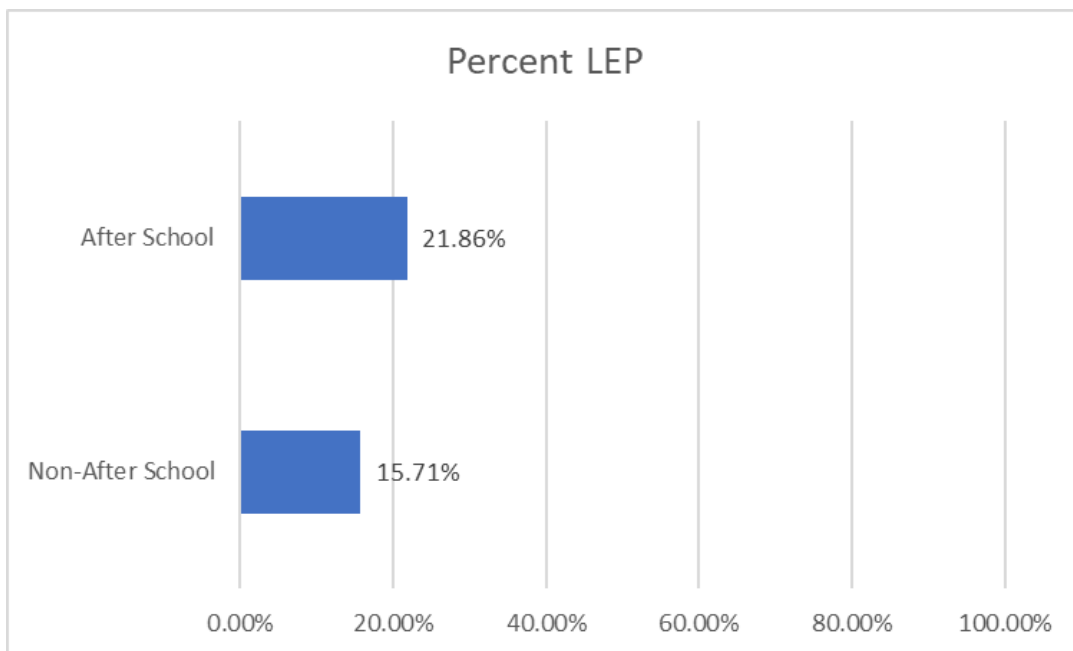
Afterschool programs also have significantly less SPED students than the eight schools overall, as shown in *Figure 4*.

Figure 4.
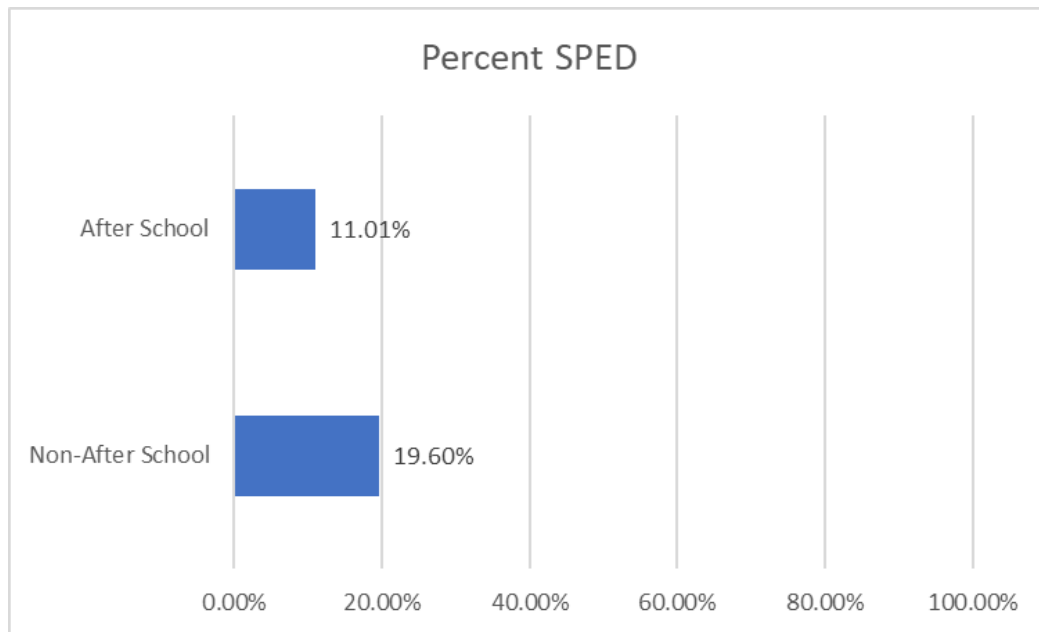
Figure 5 shows that afterschool programs have significantly less Black/African American students than the eight schools overall.

Figure 5.
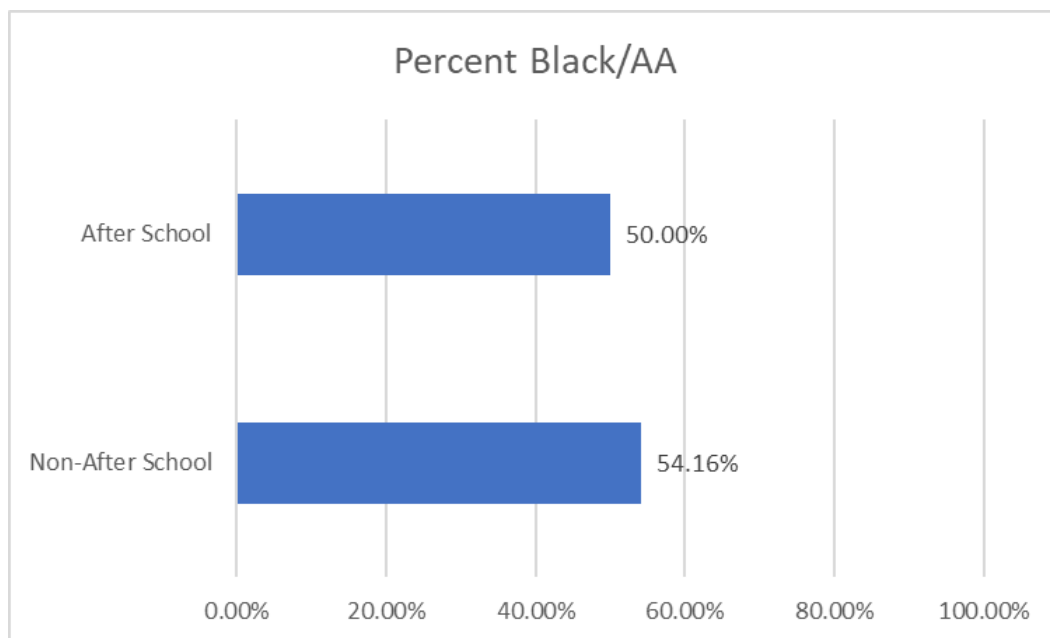
After School programs have significantly less primary English speaking students than the eight schools from which these programs pull from as demonstrated in *Figure 6.*

Figure 6.

Percent Primary English Speakers

After School: 68.55%
Non-After School: 73.90%
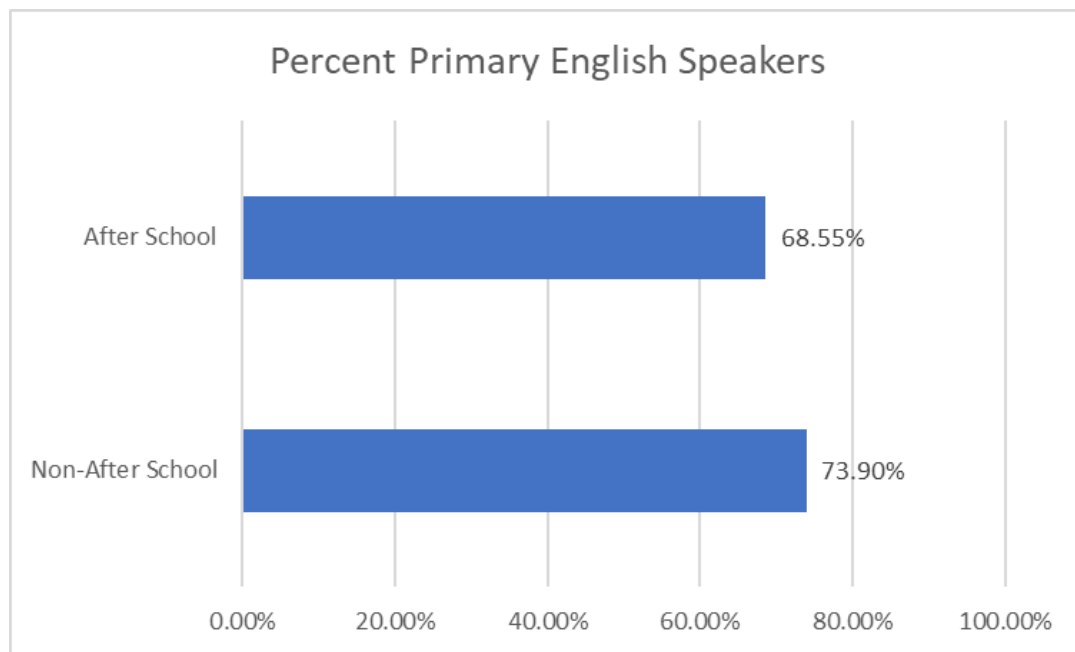
There is no significant difference in the percent of students that identify as Hispanic in the afterschool programs compared to the eight schools these programs pull from as demonstrated in *Figure 7.*
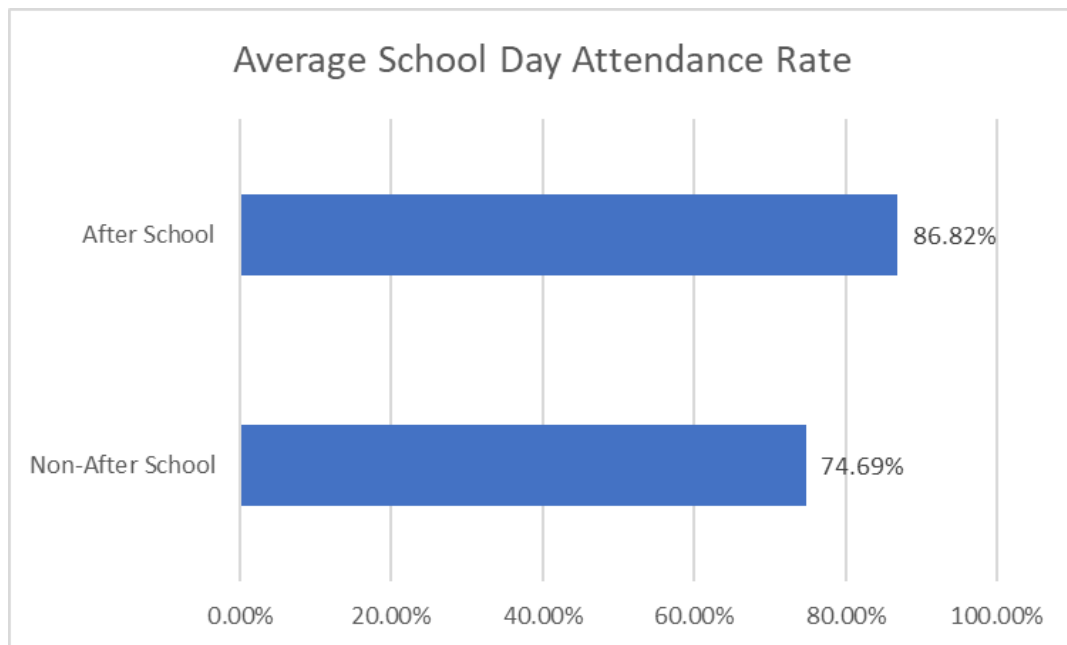
Figure 7

Percent Primary Hispanic

After School: 43.08%
Non-After School: 40.55%
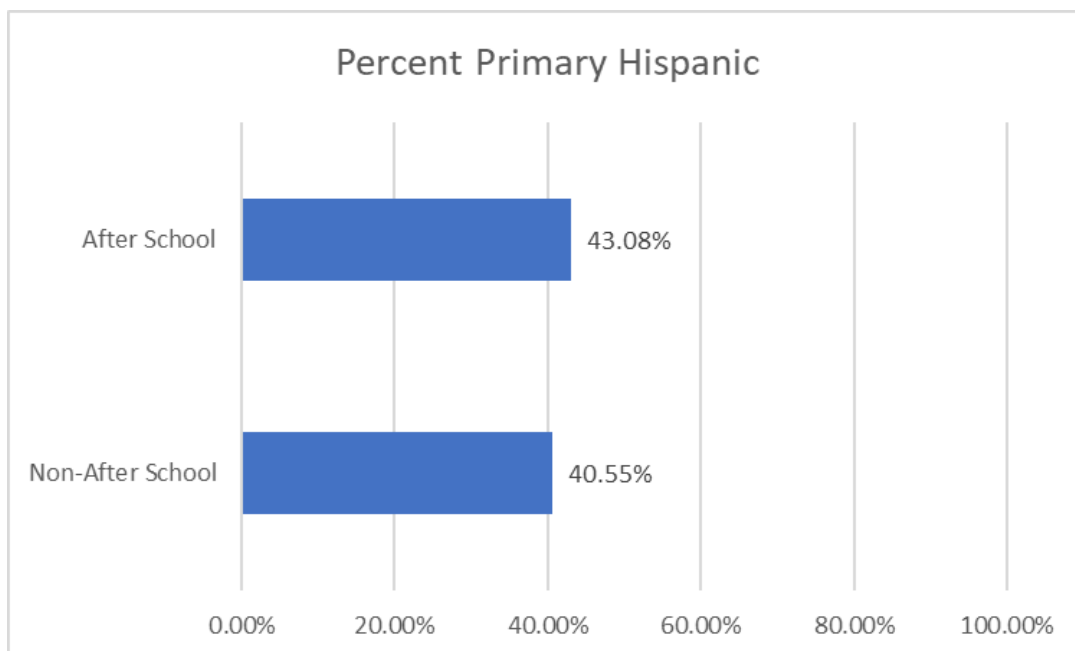
There is no significant difference in the percent of students that receive free lunch (economic indicator) in the afterschool programs compared to the eight schools these programs pull from as demonstrated in *Figure 8.*

Figure 8.

Percent Free Lunch

After School — 90.57%

Non-After School — 93.15%
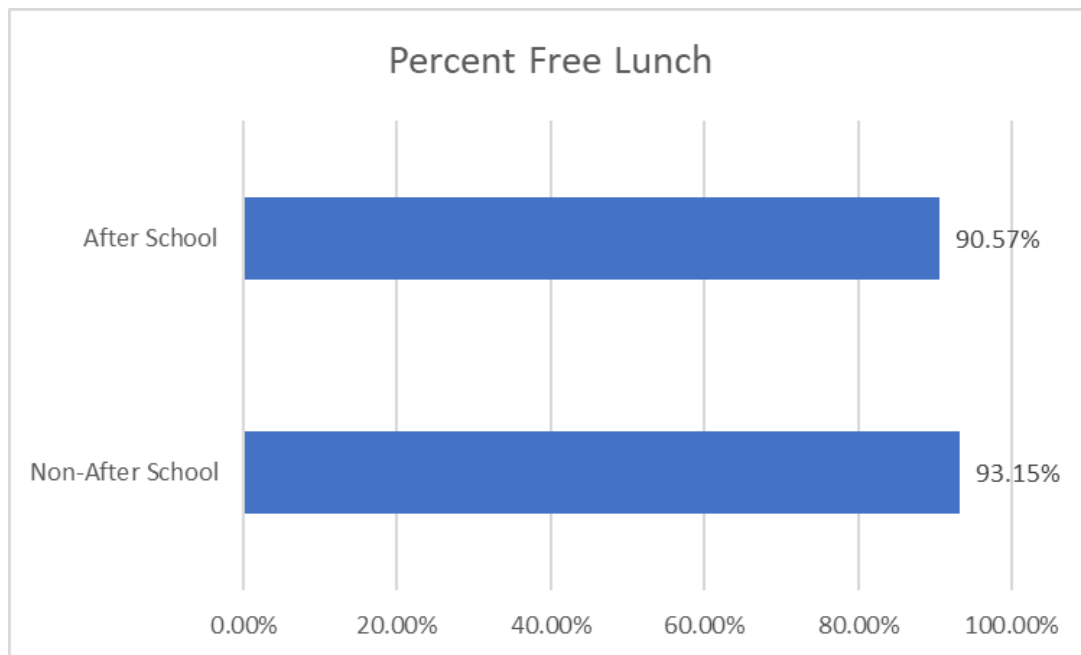
Students who participated in afterschool programs had significantly lower duplicated suspension rates compared to students at the schools from which these programs pull students from as demonstrated in *Figure 9*.

Figure 9.

Duplicated Suspension Rate

After School — 23.43%

Non-After School — 34.96%
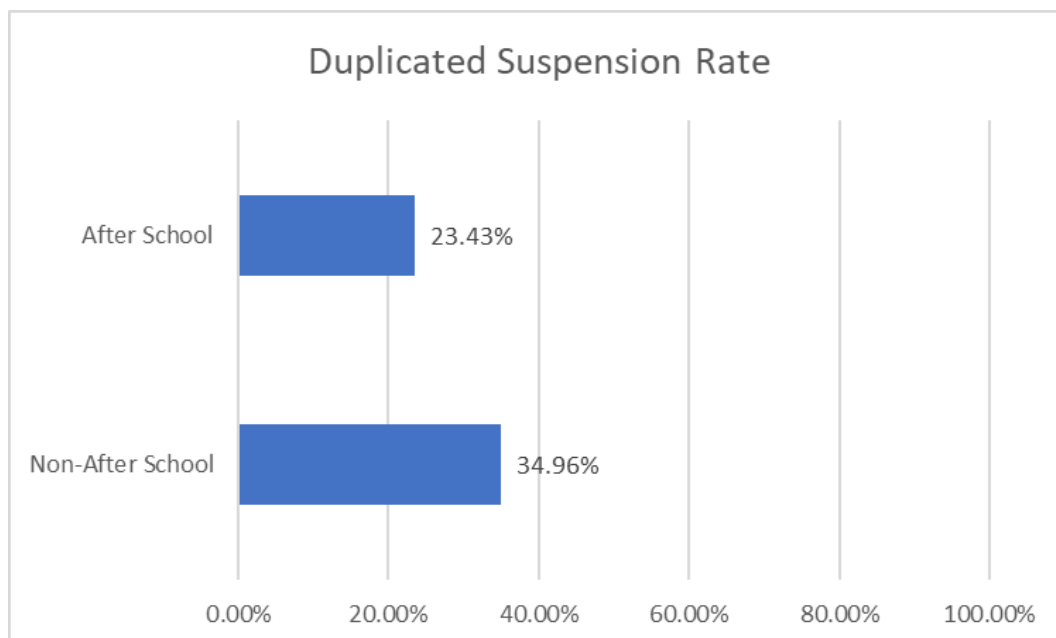
Students who participated in afterschool programs had a significantly higher average school day attendance rate than those who did not participate in afterschool programming from the same schools as shown in *Figure 10.*

Figure 10.

Kindergarten Teachers

Kindergarten teachers are one of the largest expenditures in Title at RCSD. i-Ready measures academic achievement in reading and math. In *Figures 11* and below, the blue bars represent kindergarten Tier 1 % membership (highest achieving academic grouping) in the fall and the associated preliminary Tier 1 % membership in the winter testing iteration is in orange.

Figure 11.
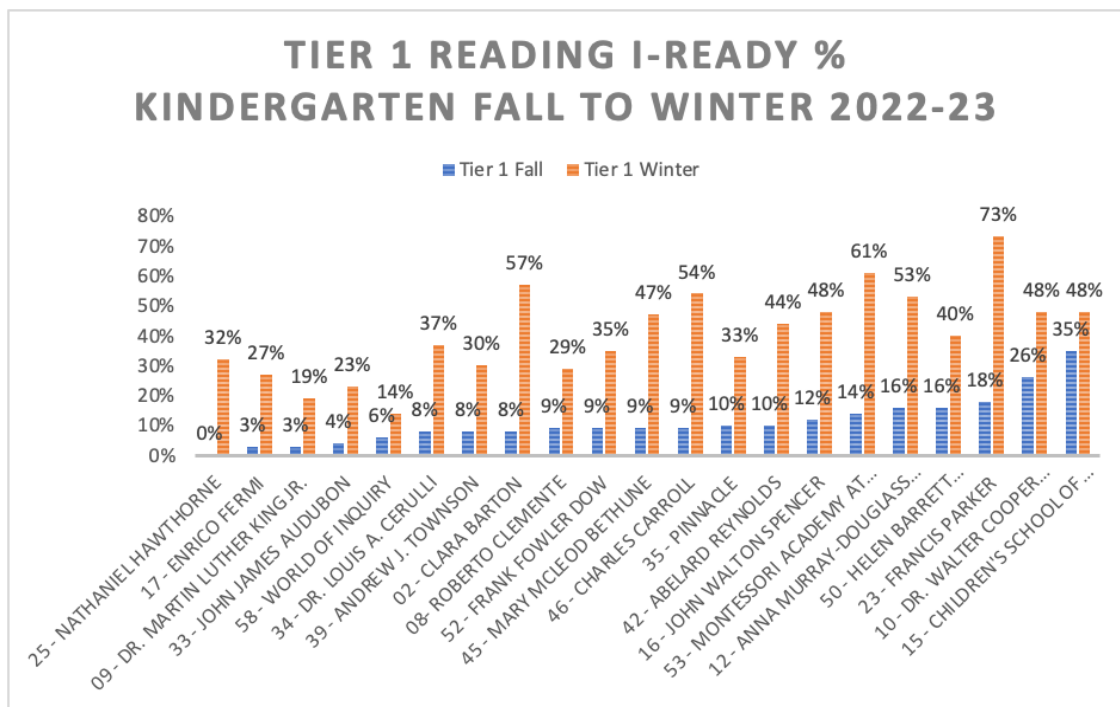
Figure 12.
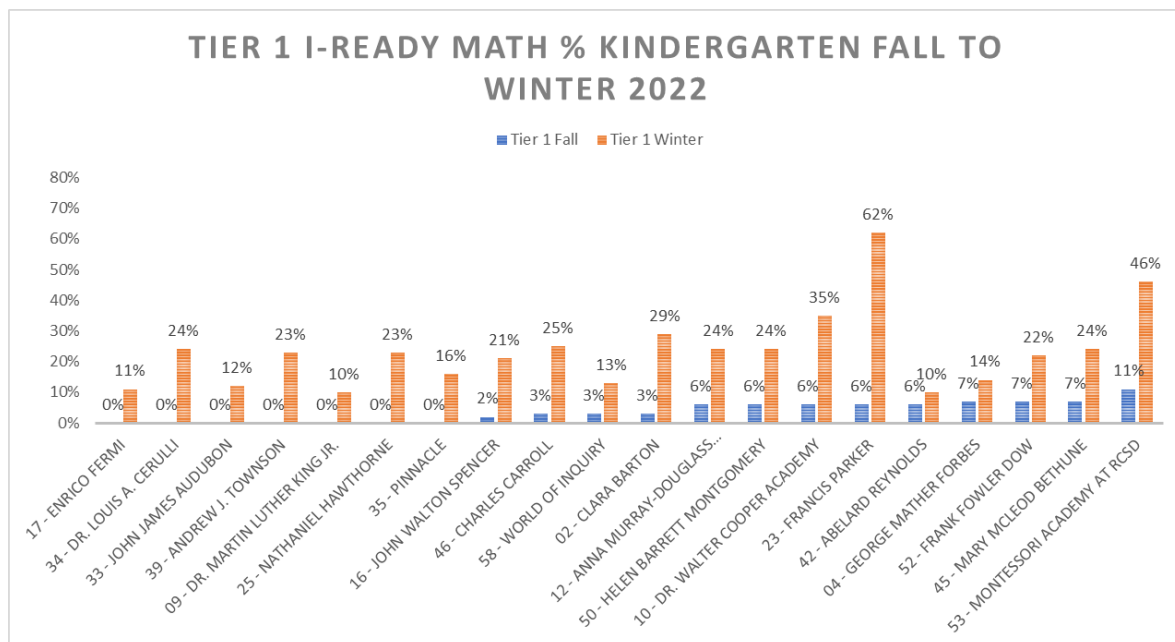
Schools 23 and 53 have shown significant growth in Tier 1 student membership in both reading and math between fall 2022 and winter 2023. The teaching mythologies of these two RCSD sites merit further inquiry due to the positive deviation from the norm.

SAT

In the 2022-23 school year, RCSD students participated in 10 SAT testing iterations. 2,629 RCSD students registered for the SAT and 66.45% of those registered actually participated in the examination. *Figures 13* and *14* below show the SAT results from the October in school test date, which was the only RCSD testing iteration large enough to produce summary responses through College Board.

Figure 13.

Administration	Mean Total Score	Mean ERW/RW Score	Mean Math Score
SAT School Day October 2022	796	410	385

Figure 14.

Administration	% Met Both Benchmarks	% Met ERW/RW Benchmark	% Met Math Benchmark
SAT School Day October 2022	4%	19%	4%

Table 2: SAT Benchmark Summary

Figure 15 details the nationwide distribution of SAT scores, the red boxes indicate the range in which RCSD SAT scores fall into.

Figure 15.

Total and Section Scores

Total Score				ERW				Math			
1400–1600	131,397	8%		700–800	134,324	8%		166,492	10%		
1200–1390	314,516	18%		600–690	354,780	20%		278,973	16%		
1000–1190	532,092	31%		500–590	530,667	31%		521,888	30%		
800–990	547,391	32%		400–490	538,387	31%		496,988	29%		
600–790	206,991	12%		300–390	171,944	10%		259,978	15%		
400–590	5,291			200–290	7,576			13,359			
Mean	1050			Mean	529			521			
SD	216			SD	108			120			

RCSD students are consistently scoring towards the bottom of all SAT test takers in the 2022-23 school year. This begs the questions of which specific subject areas are RCSD students struggling with on this exam. The figures 16-26 below show question type achievement on the 2022 SAT, comparing district scores to the nationwide distribution.
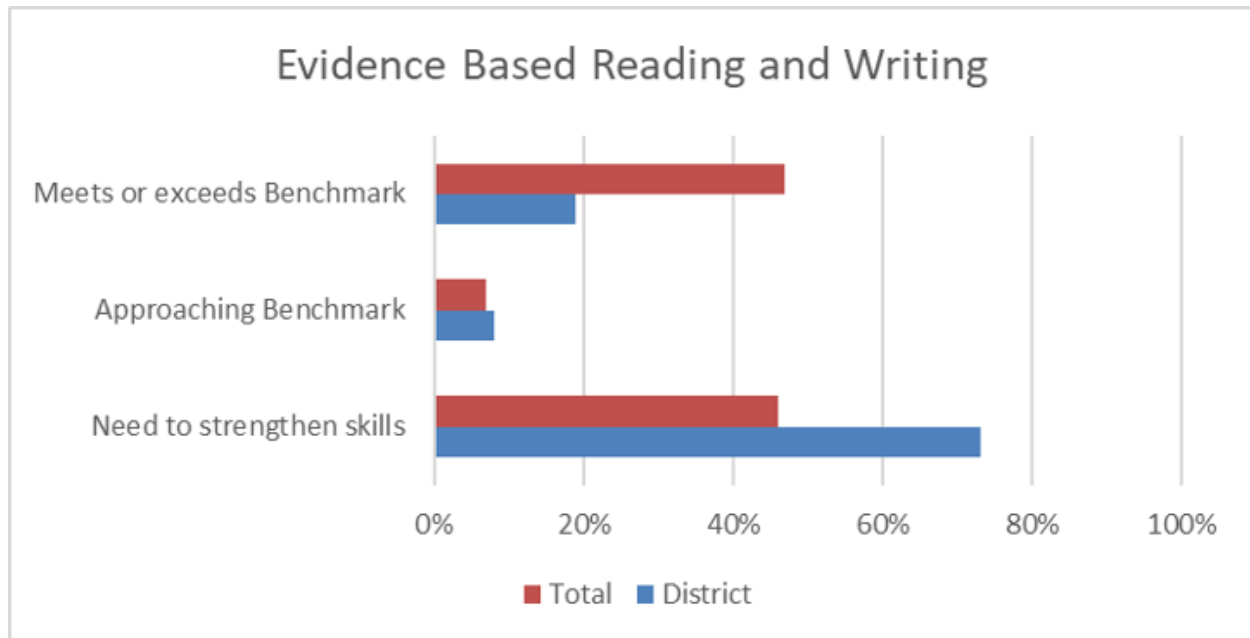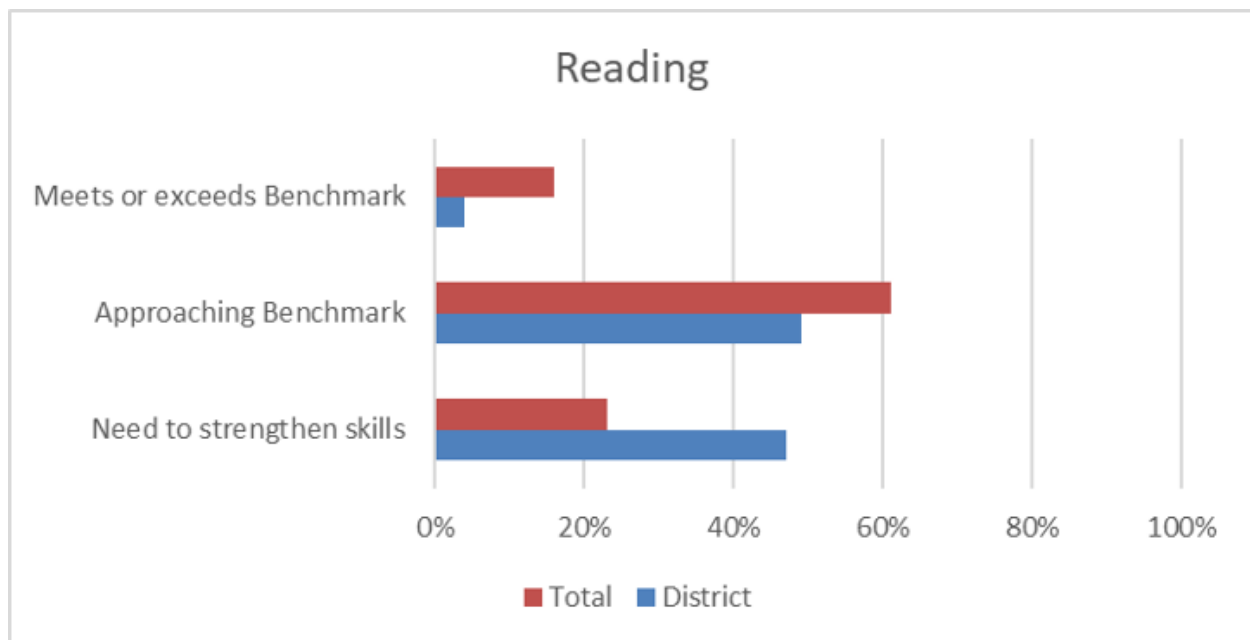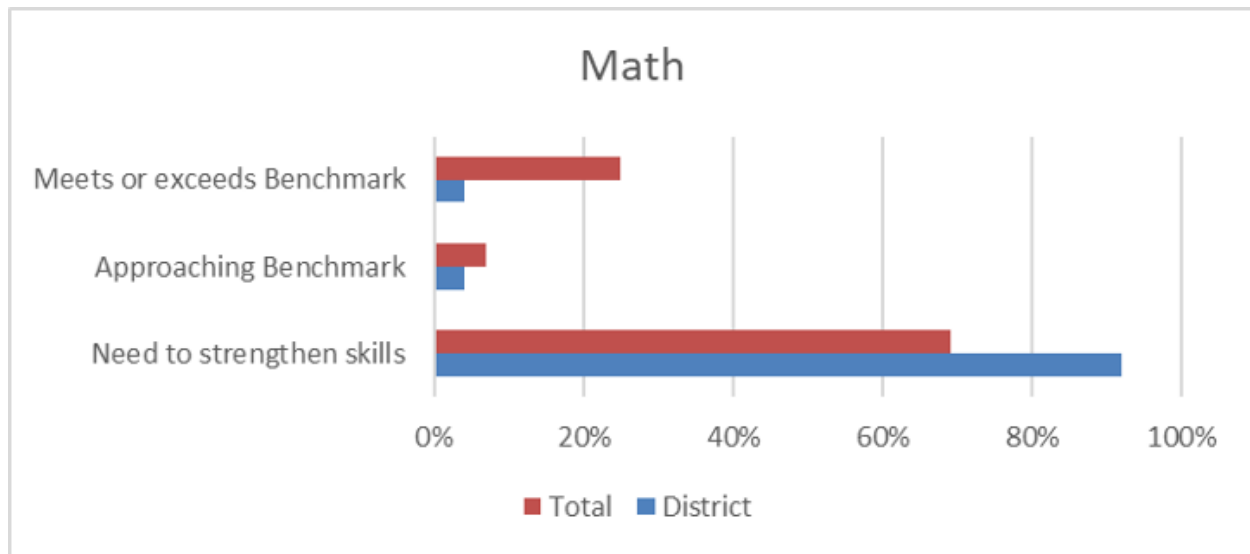
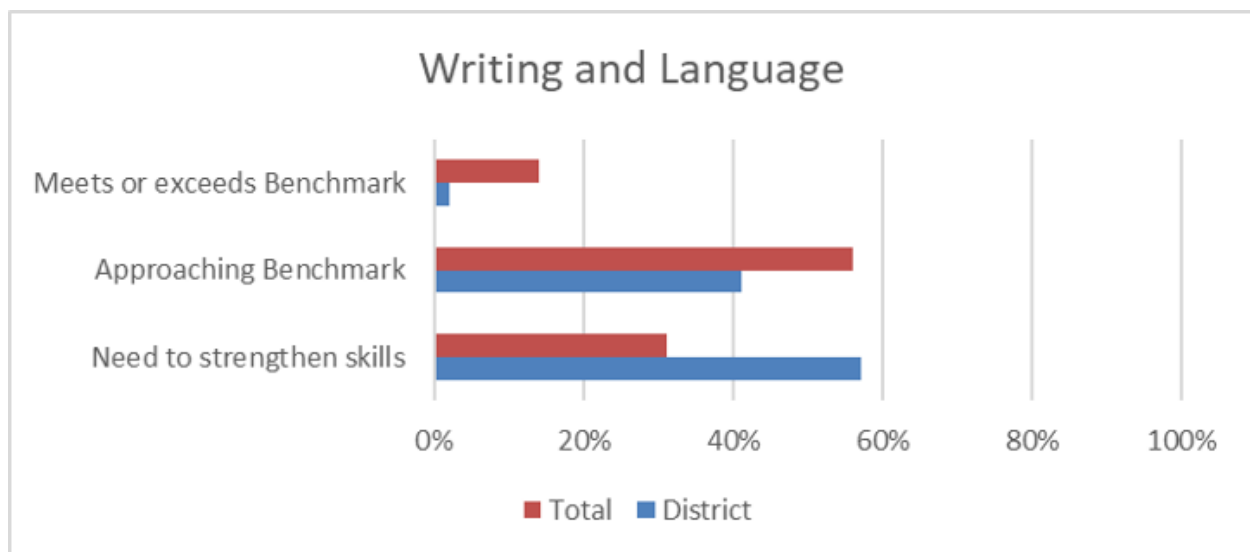*Figure 16.*

Figure 17.

Figure 18.

Figure 19.

Figure 20.

Command of Evidence

Figure 21.

Words in Context

Figure 22.

Expression of Ideas

Figure 23.

Standard English Conventions

Figure 24.

Heart of Algebra

Figure 25.
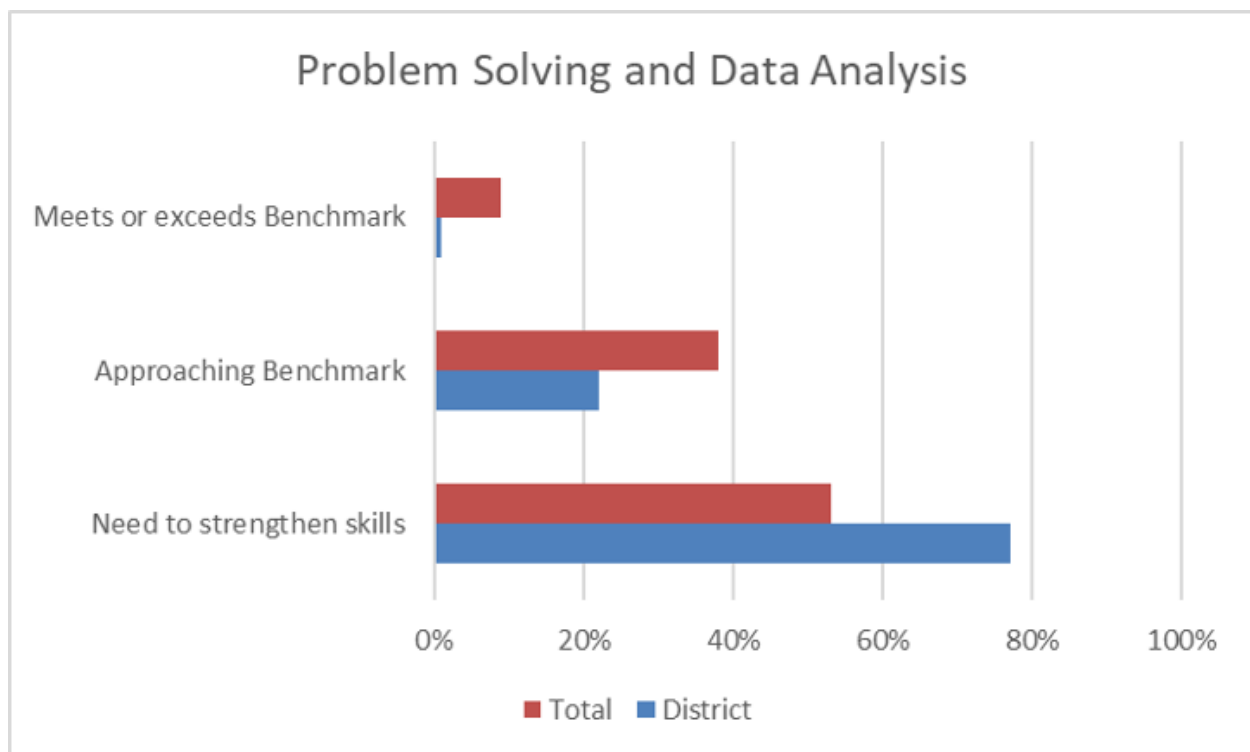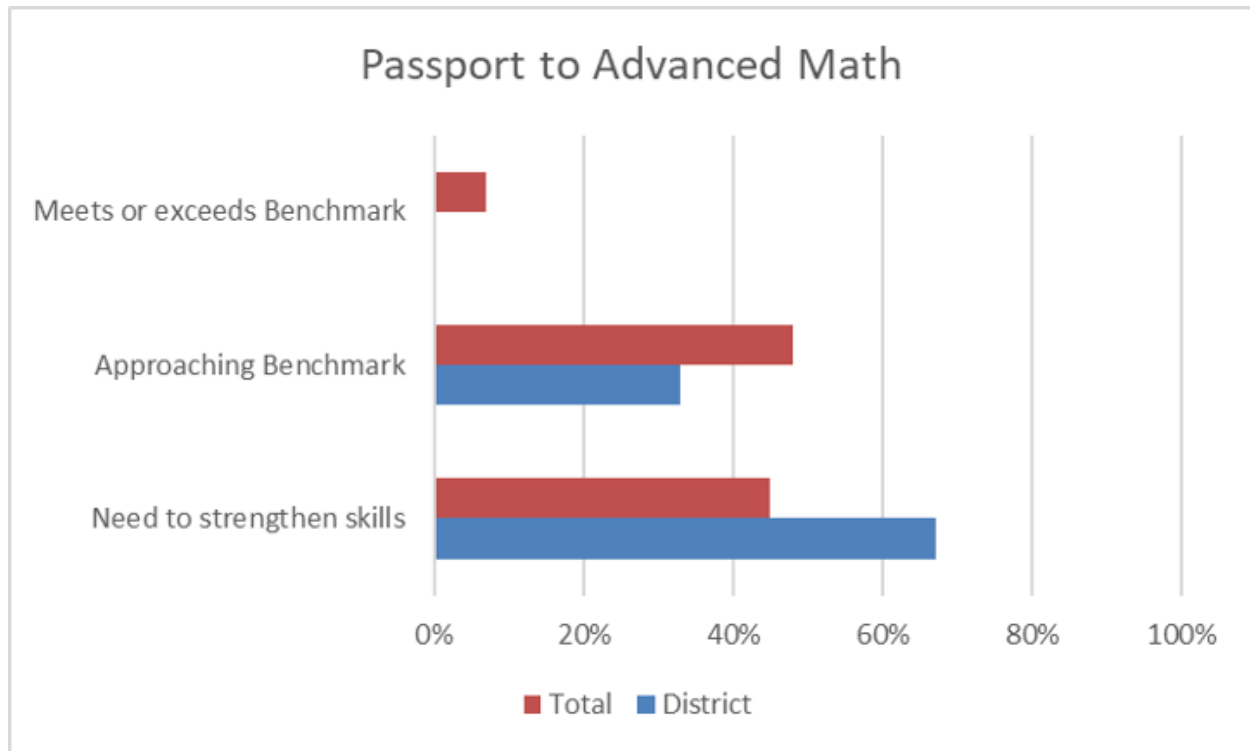

Problem Solving and Data Analysis
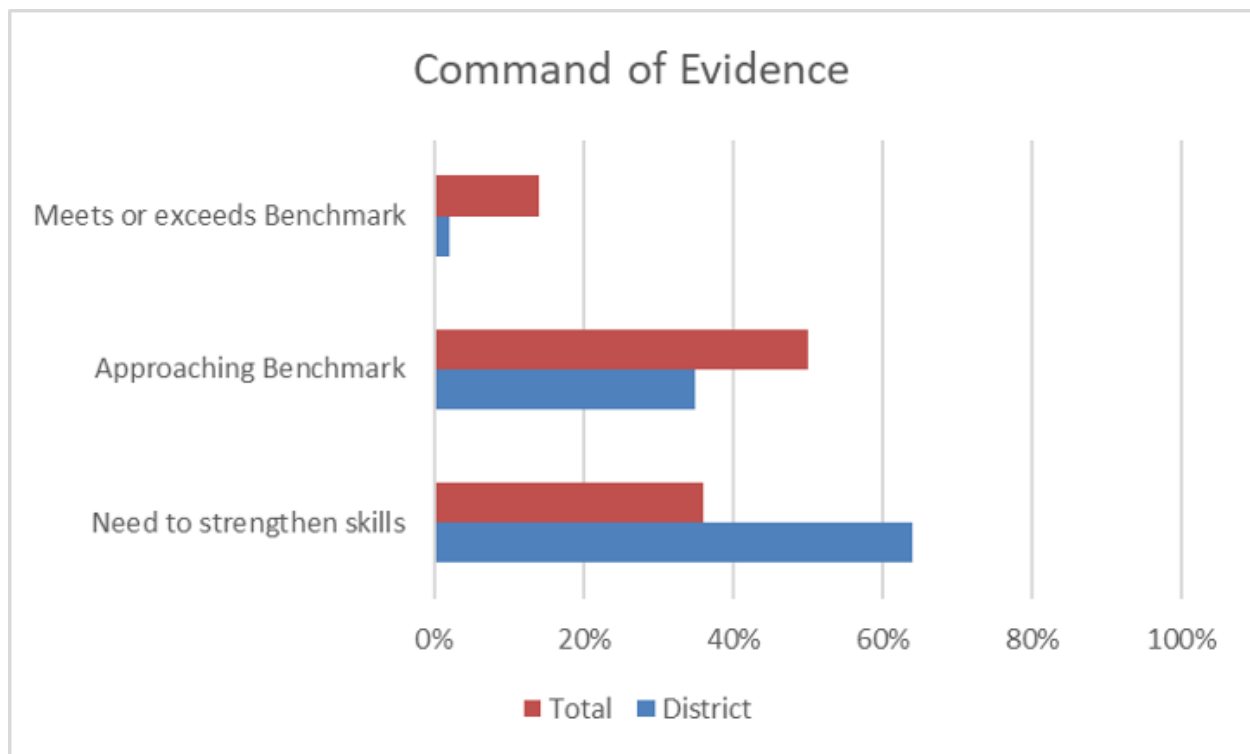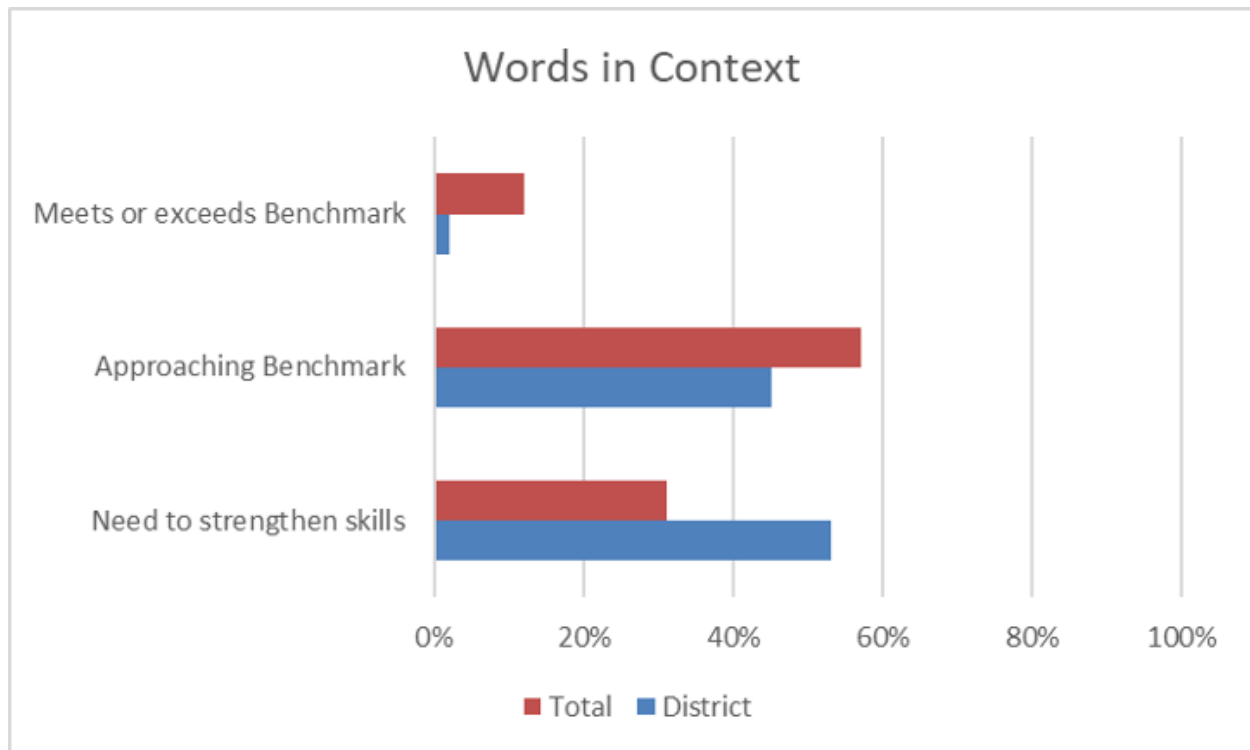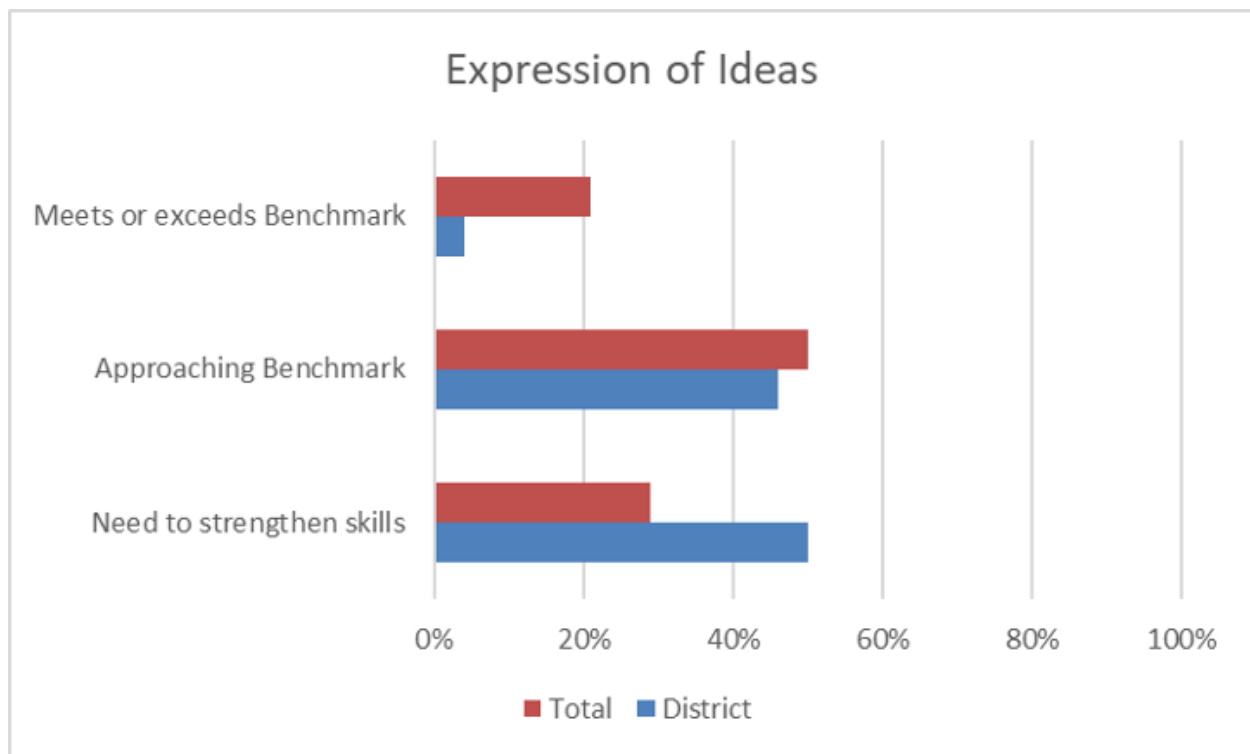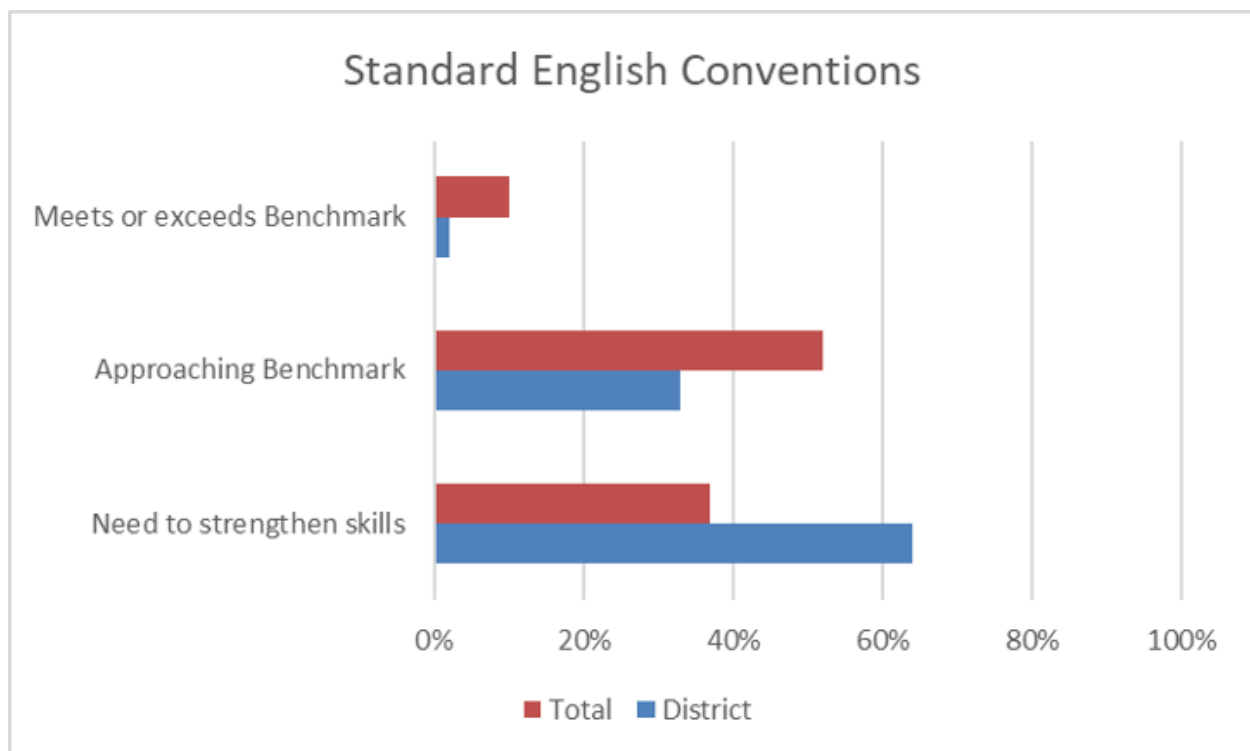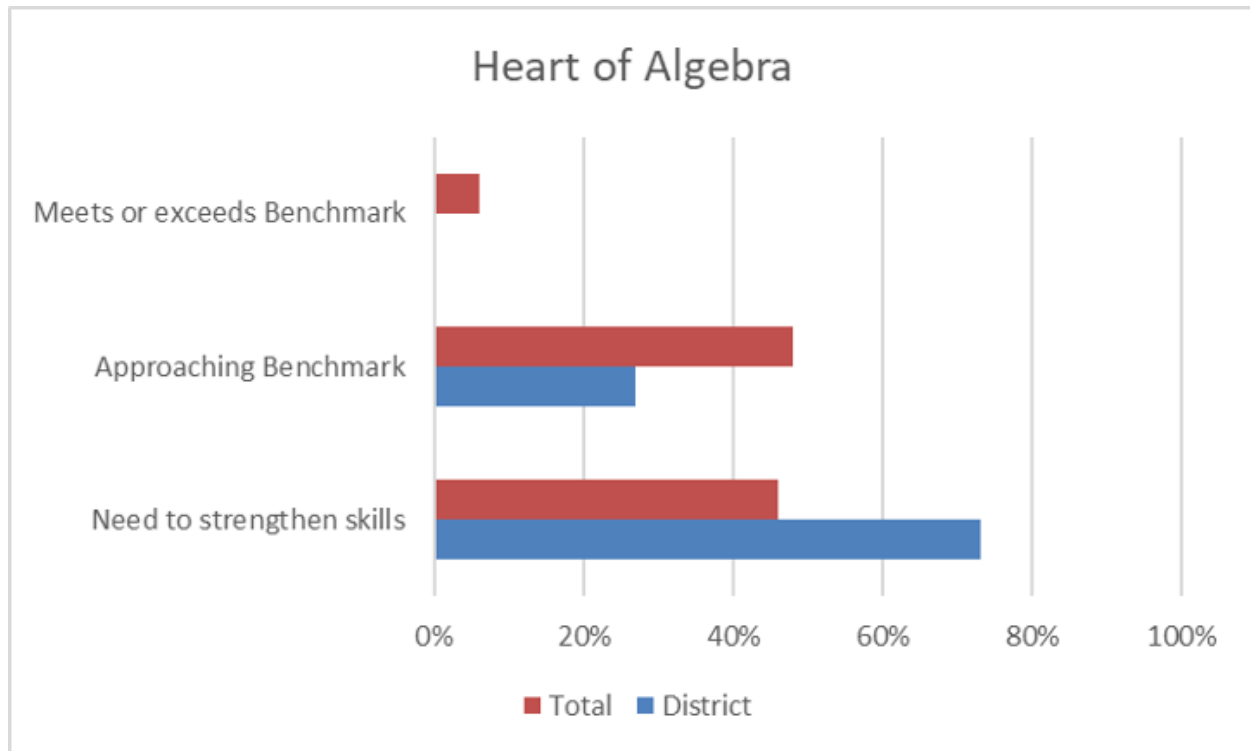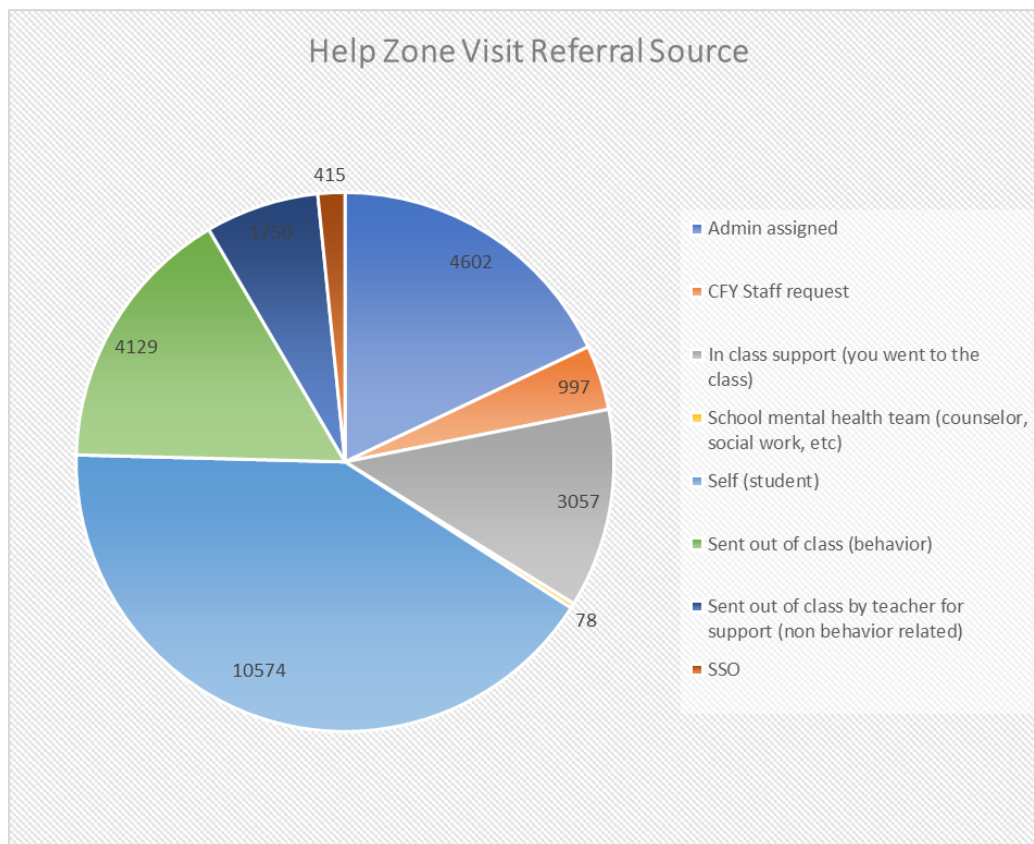
Figure 26.

Center For Youth: Help Zone

As of April 18, 2023, 5,432 unique RCSD students visited Help Zones 25,602. On average, students who visited a Help Zone at any point in the 2022-23 school year visited a total of 4.71 times over the course of the school year. *Figure 27* indicates the aggregate visits by month in the 2022-23 school year leading up to 4-18-23. The trend is rather linear, indicating consistent and significant Help Zone usage.

Figure 27.

Help Zone Visits Aggregate
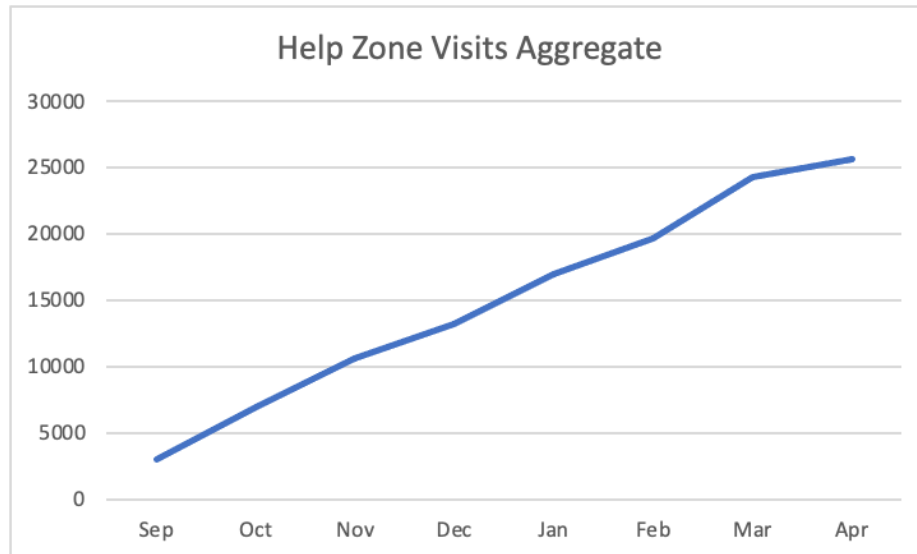
Additionally, with each Help Zone visit, a referral source is collected. In the 2022-23 school year, the most common referral source was "self", meaning students took the initiative to visit the Help Zone. The next two most common referral sources were "Admin" and "Sent out of class (behavior)".

Figure 28.

Help Zone Visit Referral Source

Each Help Zone visit also results in an intervention. The most common intervention type was "restorative conversation", followed by a simple "Check in/ Check out".

Figure 29.
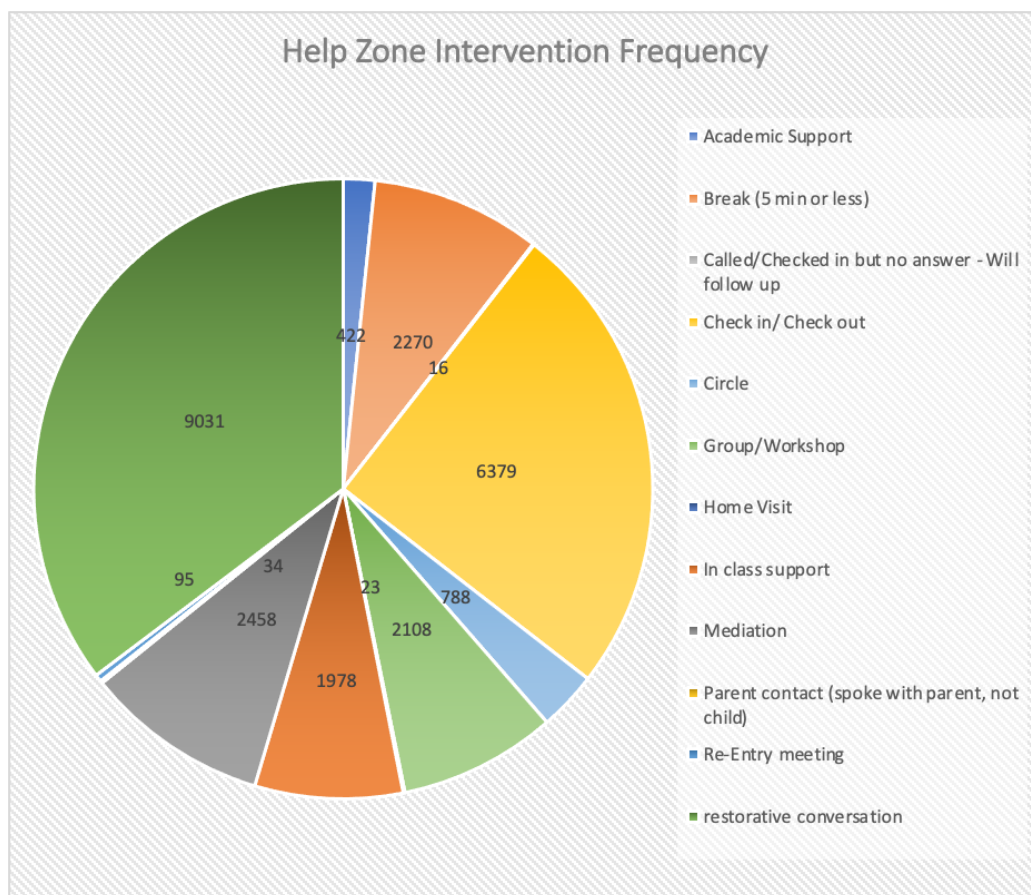
Help Zone usage at RCSD in the 2022-23 school year has been consistent and high. Most students visiting the Help Zone are doing so of their own volition and are being introduced to restorative conversations at a high rate.

Recruitment Efforts

RCSD Recruitment Team Attended Job Fairs 2022-2023

Recruitment Event	Date	Location
ROC the Block	6/14/2023	International Plaza
ROC the Block	7/12/2023	St. Monica's Farmer's Market
ROC the Block	8/9/2023	Edgerton R-Center

| CampusROC CollegeFest | 9/9/2023 | Innovation Square |
| ROC the Block | 9/27/2023 | Parcel 5 |

IStation

Istation is a comprehensive e-learning program for Reading, Math and Spanish used by RCSD students. IStation usage per student varied significantly, but in general followed a linear pattern which is reflected by the re
d line in Figure 30. At the end of the 2022-23 school year, an analysis will be performed to ascertain the impact of IStation usage on NYS test scores and applicable I-Ready metrics.

Figure 30.