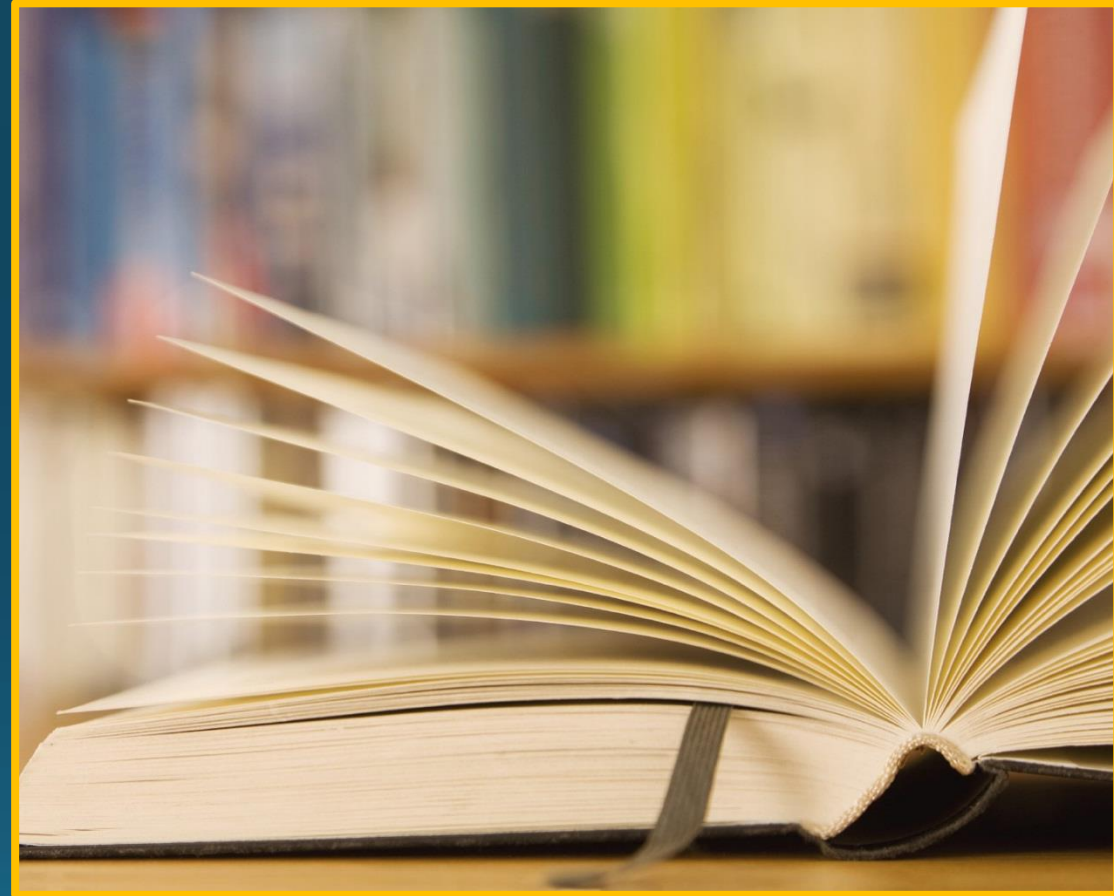


# RCSD ACADEMIC PLAN PREVIEW

Dr. Shelley Jallow  
New York State Monitor  
October 2020



**Serve as a non-voting ex-officio member of the Board.**

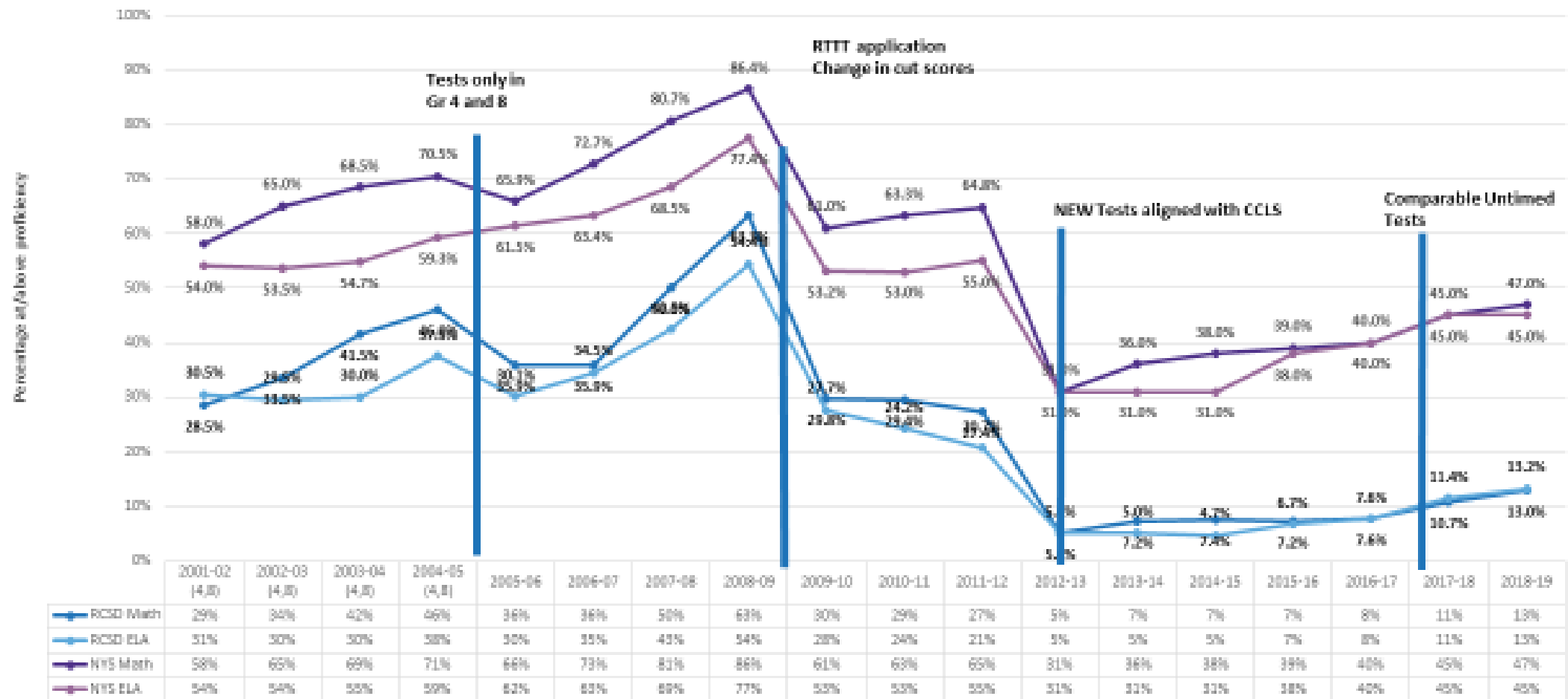
**Assist the Board in adopting a conflict of interest policy that ensures board members and administrators act in the District's best interest.**

**Work with the Board to develop a proposed academic improvement plan and proposed financial plan for the District no later than November 1, 2020 for the 2020-2021 school year and the four subsequent school years.**

**Beginning with the 2021-22 school year budget, ensure that the budget is balanced and consistent with the District's long-term financial plan.**

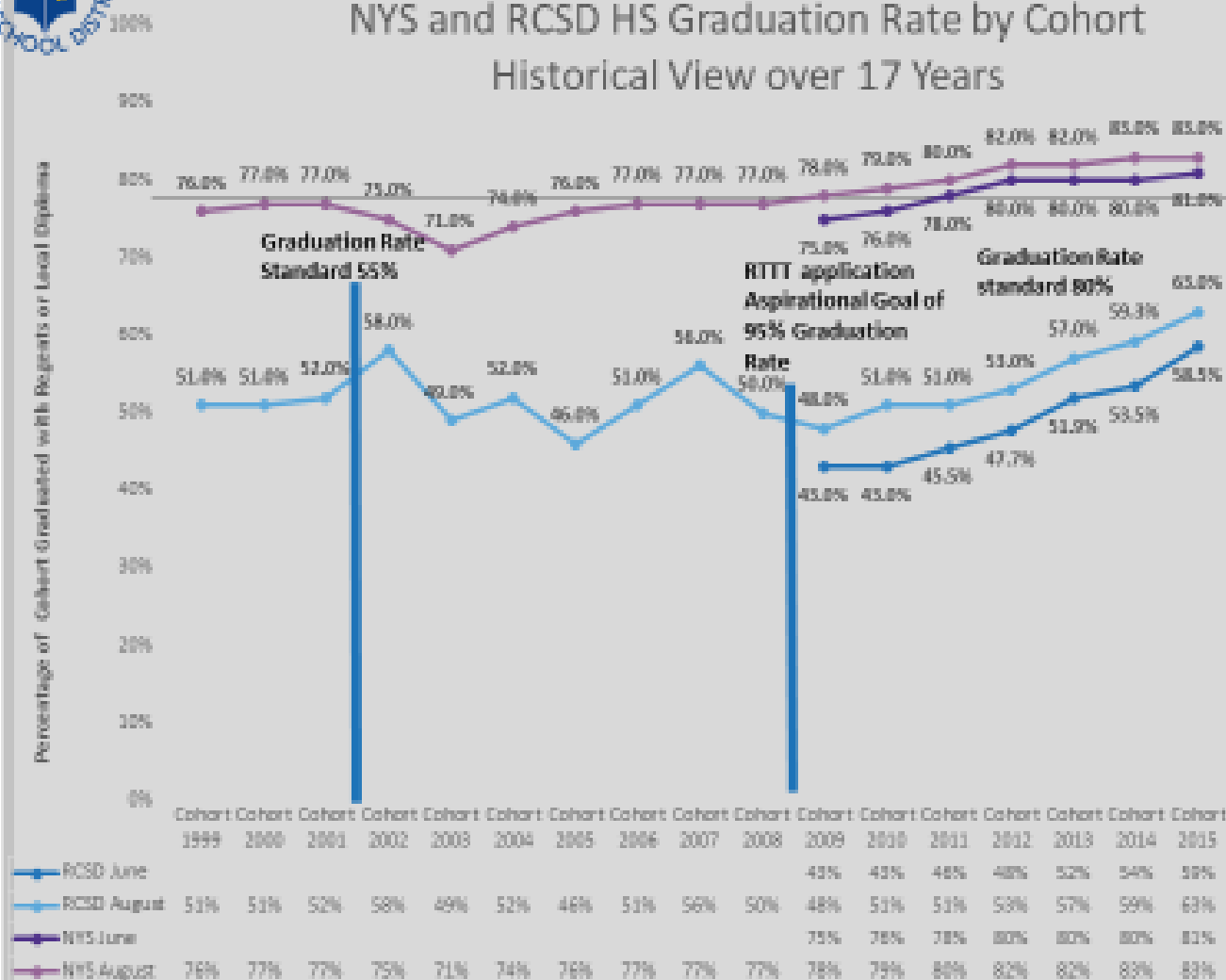


## Rochester City School District Grades 3-8 ELA and Math Performance At or Above Proficiency (Lv 3-4) over 18 Years

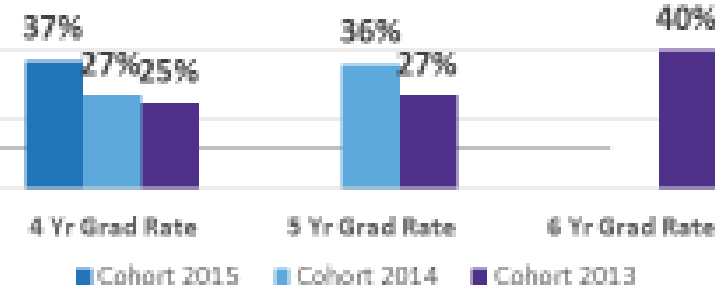




## NYS and RCSD HS Graduation Rate by Cohort Historical View over 17 Years

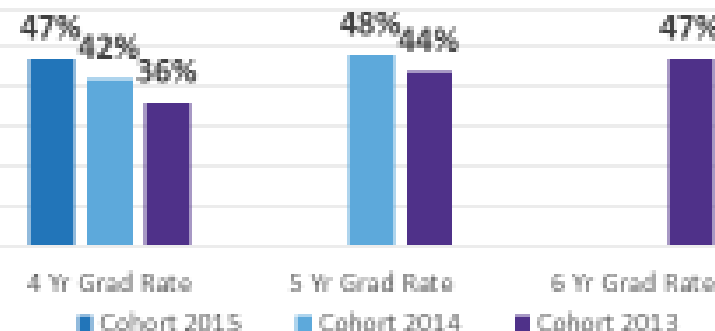


## 3 year ELL 4, 5, and 6 Yr. Graduation (Aug)



ELL Grad Rate Aggregate increase of 12%  
ELL Dropout Rate decreased by 10% to 31%

## 3 year SPED 4, 5, and 6 Yr. Graduation (Aug)



SPED Grad Rate Aggregate increase of 11%  
SPED Dropout Rate decreased by 3% to 22%

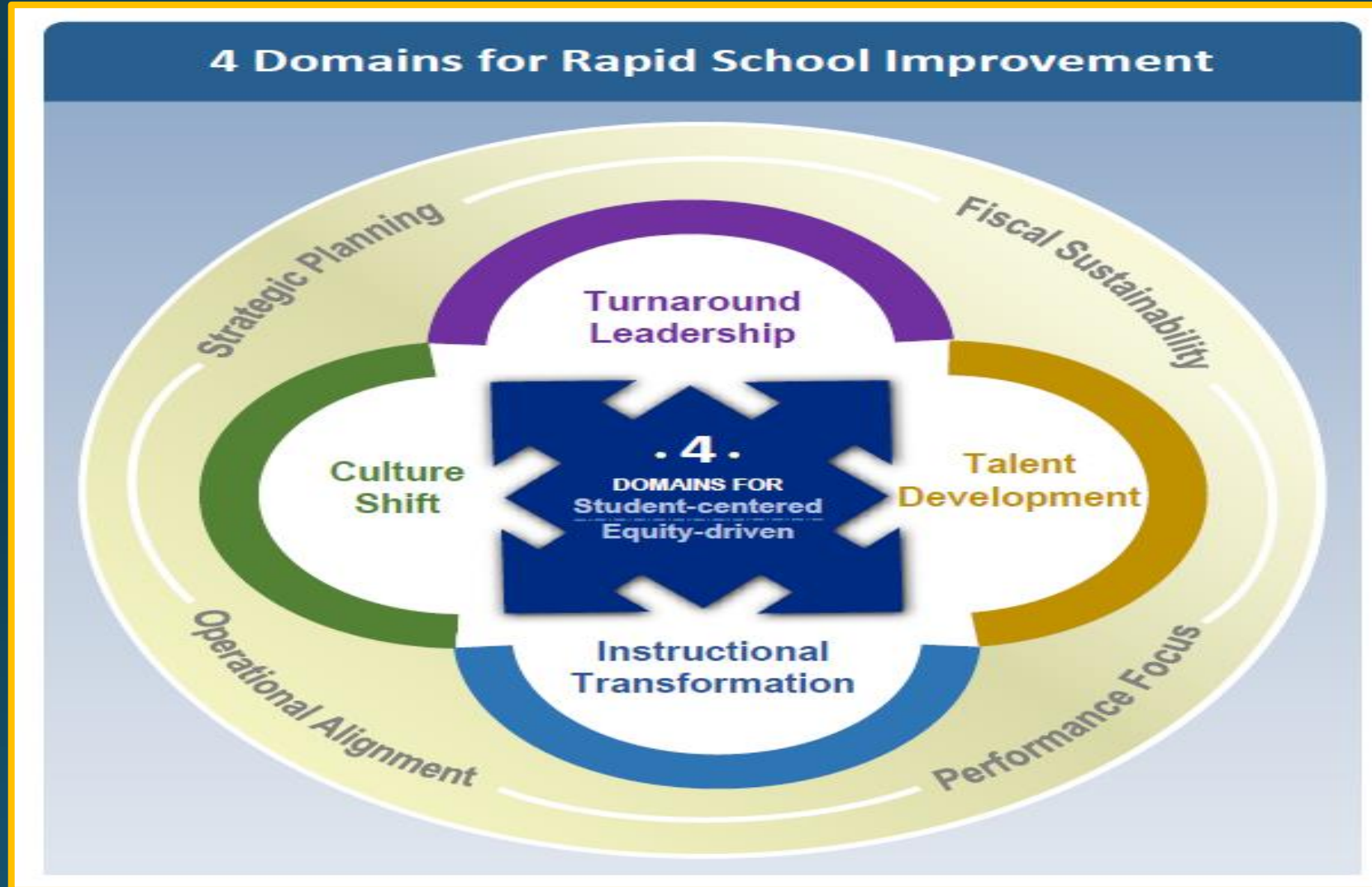
# Observations

1. All levels of the RCSD organization must make a long term commitment to focusing resources to the acceleration of teaching and learning in the district.
2. A similar commitment should be made to redirect resources away from programs, practices and partners that have been unable to demonstrate evidence of producing positive outcomes in the areas of teaching and learning.
3. The district has been challenged with full execution of programs and plans, therefore training on the core components of implementation science would be valuable to district and school leaders.
4. The collection and examination of accurate, reliable data to measure teaching and learning in every classroom would accelerate student outcomes throughout the district.
5. The district must equitably distributed district resources to keep a diverse student population engaged in the lifelong learning cycle.
6. The district must expand the definition of district success beyond the singular notion of graduation rates, to include a portrait of a RCSD graduate, grounded in college, career and civic readiness.

# Observations

RCSD must re-establish a non-negotiable practice of regularly communicating expectations and holding every member of the organization responsible and accountable for student success.

# Academic Plan



# Findings

Instructional Transformation Domain		
9	Achievement outcomes for special education students attending district schools remain statistically stagnant and continue to lag behind state averages. The percentage of students with disabilities who performed at or above proficiency on the NY State ELA assessment increased by 1% between 2018 and 2019. In 2019, 3% of students with disabilities performed at or above proficiency on the state assessment.	<b>New State Monitor Finding</b>



# Recommendation

## Instructional Transformation

7

Restructure the office of the Chief Academic Officer as follows:

The four core content areas each have two directors; 1 for elementary and 1 for secondary.

The Director of BEWL reports to the CAO.

The instructional personnel from special education who support instruction will be reassigned to the CAO.

The budgets from Bilingual Education and Special Education will be apportioned to the office of the Deputy for Teaching and Learning.

All grant funding related to the improvement of student academic outcomes will be approved through the Deputy of Teaching and Learning and the Office of the CAO.

- The Office of the CAO will be restructured by August 1, 2021.
- Artifacts to support will be organization charts and the RCSD budget.
- State Monitor will review reports of grant funds on a monthly basis beginning immediately.

# Findings

Systems, Resources, and Structures		
9	<p>There are 9 different school configurations in RCSD. They include:</p> <p>PreK - 6 , PreK – 8, K – 6, K – 8, K – 12, K – 6, 6 – 8, 7 – 8, 7 – 12, 9 - 12</p> <p>The multiple school configurations has contributed to the underutilization of school buildings, which leads to greater facilities and operations costs. Multiple grade leveled schools prohibits vertical articulation and collaboration between schools. The current district model inhibits opportunities to mitigate the achievement gap as a result of a consistent means by which to conduct student cohort data analysis as a strategy to improve student outcomes.</p>	<b>New State Monitor Finding</b>

# Recommendations

## Systems, Resources, and Structures

11

Establish a pk-5, 6-8, 9-12 school configuration as the dominant district structure to increase vertical and horizontal articulation for instructional purposes, and to facilitate consolidation of facilities for fiscal efficiency.

- Deputy of Teaching and Learning and the Deputy for Student Support Services shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations by December 30, 2020.
- Task force shall share recommendations for new Zone configurations by April 15, 2021.
- Phase I of a Board approved implementation plan to change the geographic configuration and the staffing of RCSD Zones will be funded in the 2023 RCSD budget.

# Other recommendations

- Focus on curriculum and instructions so the district can address the needs of students and the aspirations of their parents.
- Support school leaders with best practices for supporting and supervising teaching and learning in every classroom
- Tackle chronic absenteeism as a joint city and district priority.
- Reinvest in purposeful data driven staff training.

- Hold all vendors, CBOs, FBOs and Institutions of Higher Learning accountable to agreements with the District.
- Hold all staff accountable to SOPs
- Create a portfolio of high school programming
- Update all k – 12 curricular materials in the 4 core content areas.
- Transition to the neighborhood community school model.

# RCSD Academic Improvement Plan Priorities

**Provide high-quality  
learning experiences**

**Ensure an inclusive,  
caring and safe learning  
environment**

**Build strong community**

**Foster dynamic  
leadership**

## **Vision**

**Ensure all students equitable  
access to a high-quality  
education and graduate each  
student as a productive member  
of society.**

## **Mission**

**Foster students' individual  
talents and abilities in a  
nurturing environment of  
equity.**

Next Steps