

May 30, 2019

MaryEllen Elia, Commissioner
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Commissioner Elia:

The attached Quarterly Report details the Rochester City School District's (RCSD or "District") efforts to address my findings and recommendations as Distinguished Educator (DE). The report also provides updates on action items in the District's response to the DE's report.

This Quarterly Report is a summary of activity from February to April 2019, covering the same areas of concern identified in the DE's report issued on November 14, 2018. Each section begins with an "Implementation Status Update" outlining the District's progress.

While the District has taken some steps in addressing specific recommendations, several overarching concerns detailed in the initial DE Report continue to hamper progress. Specifically:

1. The RCSD Board's lack of understanding of its role as a governing body, and its subsequent inability to act as unified body
 - An RCSD Board of Education (Board) Commissioner raised concerns regarding the transparency and inclusion of the community in decision-making with regard to the superintendent search process.
 - At a Special Board Meeting on April 23, 2019, the Board received a presentation on Jira project management software, which could assist in the District's management of commitments made in response to the DE's Report. The meeting revealed confusion among Board members about how much progress had been made in the implementation of action items pertaining to District Governance.
 - Though the Board already has engaged some restorative circles, this work does not appear to have eased the existing tension nor helped the Board act in a more unified fashion on behalf of children. The community continues to express disappointment in the behaviors exhibited by Board commissioners. Several stakeholders have indicated concern that the Board does not act in ways that can serve as role model to the students in the District.
2. A community with low expectations for its students, rooted in a deep history of institutional racism

Parents at Board meetings and other events continue to share their experiences with students not being treated with respect and dignity.
3. A District that pays little attention to teaching and learning

Though the District has implemented some action items in the area of teaching and learning, these do not appear to be linked to a coherent theory of action on how to improve student learning.

4. A District crippled by a culture of fear and intimidation

Though the Interim Superintendent encourages a respectful and collaborative environment, this spirit has yet to spread throughout all layers of the organization. Staff continue to report that the culture of fear and intimidation remains.

The District has made some progress in implementing its action plan. It is not clear how the limited progress outlined in this report will lead to systemic transformation of the District's ability to improve student outcomes. Substantial challenges remain to ensuring that the system is meeting the needs of all students and the urgency to accelerate progress remains high.

The entry of a new Superintendent presents an opportunity to reset how the system operates, but he and the District must overcome the systemic challenges addressed in my initial report with significant and sustained progress to deliver the high-quality education all Rochester students deserve.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jaime R. Aquino', written in a cursive style.

Jaime R. Aquino, Ph.D.
Distinguished Educator

Rochester City School District
Quarterly Report
February 2019 to April 2019

Jaime Aquino, PhD

Quarterly Report

February 2019 to April 2019

This Quarterly Report provides updates on the Rochester City School District's (RCSD or District) efforts to address the problems that led to the appointment of a Distinguished Educator (DE). It also reports on the system's ongoing response to the Distinguished Educator's recommendations.

The Quarterly Report is a summary covering the same areas of concern identified in the Distinguished Educator's report issued on November 14, 2018. Each section begins with an "Implementation Status Update" outlining the District's progress in addressing the DE's findings and recommendations. This report also provides updates on progress towards completion of the action items in the District's response to the DE's report.

Governance and District Leadership

Implementation Status Update:

- On January 24, 2019, the Board passed a resolution in support of the goals of the Board's Equity and Educational Excellence Policy. The Board resolved to affirm the Superintendent's establishment of the Racial Equity Advocacy Leadership (REAL) team as a permanent body. This team will assist the Superintendent in developing, implementing, and monitoring the District's Racial Equity Action Plan, while advising the Superintendent on racial equity issues within the school system. The resolution empowers the REAL team to assist the Superintendent in racial equity strategic planning. This team's help will also be sought for annual evaluations of the effects of current racial equity initiatives on student achievement and in addressing newly identified race-based inequities to ensure that equitable educational opportunities are provided to all students. The resolution was adopted 4-3 with Vice President Elliott, Commissioner LeBron, and Commissioner Sheppard dissenting. The Distinguished Educator advised the Board that, *"These types of committees or taskforces should be established by the Superintendent, as the work of this committee seems to deal with the management of the district. The committee should continue and then let the new Superintendent make a determination or recommendation to the Board as to whether this is the right structure he/she wants to use to address racial inequities."*
- On January 24, 2019 a resolution was presented to the full Board regarding the amendment to the Board's Advisory Body, Policy No. 2260. That proposed amendment will ensure that any Advisory body empaneled by the Board (in consultation with the Superintendent) is obligated to submit recommendations within a specified timeframe and that all recommendations be fully vetted by the Superintendent's leadership team before submission to the full Board. As of April 25, 2019, the proposed revision of the Advisory Bodies Policy has been vetted by the General Counsel and will be presented to the Board in May.

- On January 31, 2019 the Board President received a proposal from the New York State School Boards Association offering an action plan to address the Governance and District Leadership recommendations made in the Distinguished Educator’s report. There is no evidence that the Board has accessed any of the resources listed in the action plan.
- On February 15, 2019 Interim Superintendent Daniel Lowengard submitted a revised Protocol for Communications to be used between the Administration and the Board.
- Starting with the Board Business Meeting in March, the agenda will now include a presentation of a “School Spotlight” providing the Board with information on the progress of individual schools.
- The Board leadership team, Interim Superintendent Lowengard, and Chief of Staff Cimusz began the practice of conducting Board Officer Meetings. The Board President, Vice President, the Interim Superintendent, and the Chief of Staff are present at those meetings. The first Officers' Meeting took place on March 5, 2019 at 9:00 am. Meetings are held every other Tuesday.
- On March 18, 2019 the Board participated in a responsive circle conducted by Shira May of Partners in Restorative Initiatives. All present agreed to continue using the protocol to improve group dynamics, but no specific plan was outlined.
- On April 9, 2019 the Board President, one Commissioner, the Board Clerk, the General Counsel and the Distinguished Educator met to begin developing written guidelines to clarify the distinction between governance and management.
- At a Special RCSD Board of Education (Board) Meeting on April 23, 2019 the Board received a presentation on Jira project management software that could assist the District’s management of commitments made in response to the Distinguished Educator’s Report. The meeting revealed confusion among Board members about how much progress had been made in the implementation of action items pertaining to District Governance.¹ The Distinguished Educator commented, *“I want to remind you that you are having this conversation at the end of the first quarter of the implementation of your plan.”* During the meeting the Board agreed to conduct work study sessions. On April 24, 2019, Board President White met with the Board staff to follow up. Together, they identified work study topics that will help them take the necessary steps to complete their response to the Distinguished Educator’s Report.
- The Board continues to administer the *Board Meeting Effectiveness Survey*. However, the average response rate is three out of seven Commissioners, and the survey is not administered consistently. The Board President emails reminders to the Commissioners encouraging them to complete the survey. The Board does not use the data from the survey to improve the meetings. Those attending the April 23, 2019 Special Board Meeting discussed the survey and agreed that it would be revisited at a future work study session.
- On April 25, 2019 the Board agreed to continue to use the SuperEval superintendent evaluation process.

¹ <https://www.youtube.com/watch?v=xSyHicvYjgY&feature=youtu.be>

- On April 24, 2019, after a lengthy screening and interview process, the Board announced the four Superintendent finalists. On May 4th and 5th the community will have an opportunity to interface with the four finalists followed by a televised interview by the Board.
- To improve communication and as an internal management tool, on April 26, 2019, the Board President began disseminating his calendar at the end of every business week. In addition the Board President has had one-on-one meetings with the following commissioners:
 - Commissioner Powell – March 18, 2019
 - Commissioner Hallmark – February 19, 2019
 - Commissioner Davis – April 17, 2019
 - Commissioner LeBron – April 25, 2019
- The November 14, 2018 Distinguished Educator’s Report found that the District is crippled by a culture of fear and intimidation, starting at the top with the Board and former Superintendent, and spreading down through all layers of the organization. Though the Interim Superintendent encourages a respectful and collaborative environment, this spirit has yet to spread throughout all layers of the organization. Staff continue to report that the culture of fear and intimidation remains.

Teaching and Learning

Implementation Status Update:

- The District has started a conversation regarding non-negotiables for a vision of best first instruction with school principals. To date, the focus has been primarily on culturally responsive instruction.
- Learning outcomes aligned to the New York State Next Generation Learning Standards have been developed for each grade level and subject area. However, there is a lack of clarity about the purpose of the learning outcomes document, and the District has yet to develop an implementation plan to ensure that instructional staff understand how to leverage outcomes for planning purposes.
- The District is doing an analysis of Pre-K and Kindergarten curricula to determine the gaps in expectations at the end of Pre-K and the beginning of Kindergarten.
- An audit of the K-2 literacy curriculum has been completed by Monroe 2-Orleans BOCES.² Examples of the audit’s findings include:
 - *“These curriculum materials partially achieve indicators of effectiveness of developmentally appropriate curriculum.”* p. 8
 - *“These curriculum materials partially achieve indicators of effectiveness for assessment of young children.”* p.11

² See Appendix 1 for copy of the audit.

- o *“These materials partially meet indicators of alignment to literacy standards. p.15*
- o *“The materials in this curriculum document do not fully encompass what it means to teach in a culturally responsive manner.” p. 22*

The Deputy Superintendent of Teaching and Learning shared the audit with the Curriculum Council. It is not clear how the District will proceed with its response to the audit findings.

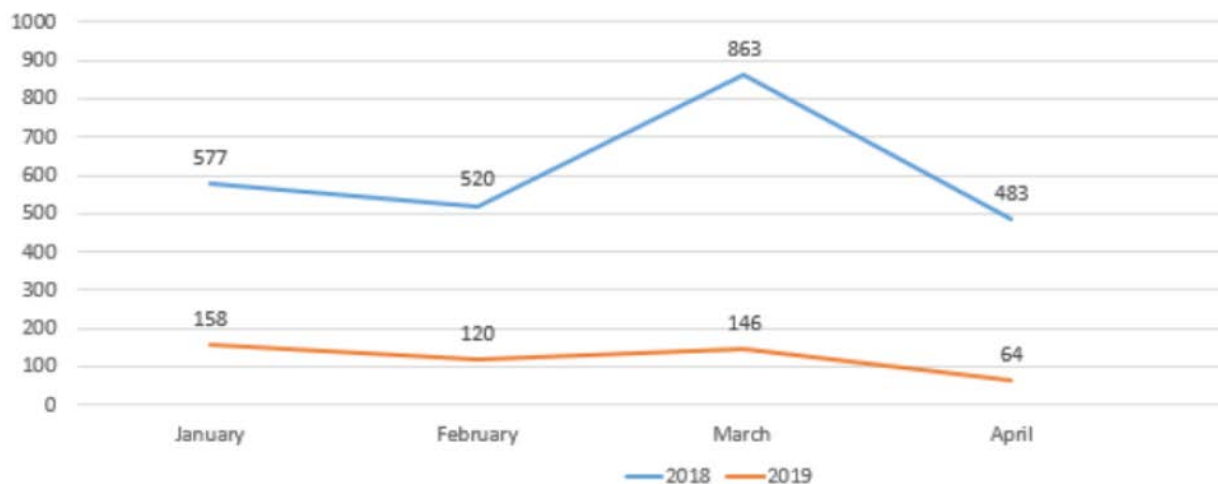
- A draft Teaching and Learning Theory of Action was developed by the Teaching and Learning Team. It will now be vetted by school principals, teams of teachers, and the Curriculum Council for feedback. The plan is for a final theory of action to be reviewed at each professional development seminar during the 2019-20 school year. The District needs to articulate how the theory of action will be used to improve teacher practices.
- The District has researched exemplars of Instructional Leadership Team (ILT) structures utilized in other urban districts. The District has outlined the following roadmap for completion for this action item:
 - o Introduction to Principals - April 25th
 - Article discussion and expert panel of team members from identified schools
 - o Stage 1 (July-September 2019)
 - Introduce and define ILT to building leaders
 - Building leaders introduce and define ILT to staff
 - Selection of ILT members
 - o Stage 2 (July-December 2019)
 - Complete needs assessments for ILT members
 - Design year-long learning plans for ILT/individual members
 - Develop a reporting system for ILT work
 - o Stage 3 (January-June 2020)
 - All schools will hold weekly ILT meetings
 - Build systems for distributed leadership
 - Continuous progress monitoring of ILT process
- Data-Wise has been engaged to drive the data process plan for the District. A plan for April-June 2020 is in process. Rollout has begun and will be fully launched at the Summer Leadership Summit.
- The pilot for the scoring of the English Language Arts test is complete. The scoring served as a professional development opportunity for teachers so they could better understand the level of depth of the standards. A debrief has occurred at the Instructional Cabinet meeting, and plans are being refined for the Math exam. The District is planning for a full implementation for next year.
- The District currently owns over 2,500 Read 180, 380 System 44, and 22,500 Scholastic Reading Inventory perpetual licenses. The District discontinued these intervention programs in 2014,

though it is not clear why they did. The District should evaluate the reinstatement of these as a reading intervention. Currently, East Lower and Upper schools, which are operated by the University of Rochester as an Educational Partnership Organization, are showing success with these programs.

Special Education

Implementation Status Update:

- The Department of Special Education has made significant progress in addressing the recommendations in the Distinguished Educator’s report. The Department’s efforts have led to a notable decrease in the number of overdue Individual Education Plans (IEP) as shown in the graph below.



- The Office of Special Education developed and rolled out an Accountability Protocol³ for Quality IEP Assurance and Least Restrictive Environment (LRE) Consideration in February 2019 to monitor students’ access to grade-level content. The protocol guides teams from the Committee on Special Education (CSE) in the development of an appropriate IEP for each student. Beginning in February 2019 the CSE at every meeting will complete the LRE Procedural Checklist after the CSE has discussed current levels of a student’s performance and before the CSE makes program recommendations to ensure that students have access to grade-level content, materials, and resources.
- The Executive Director of Special Education has been working closely with the Office of Special Education in the New York State Education Department (NYSED) Regional office. The Regional Associates (RAs) attend monthly meetings with the Executive Director and her leadership team.

³ Appendix 2 [Accountability Protocol for Quality IEP Assurance and LRE Consideration \(1\).pdf](#) [LRE checklist.doc](#) Revised 4.9.19.docx

- The Department of Special Education is monitoring and collecting evidence showing whether students have access to grade-level content, materials, and resources through the use of a Specially Designed Instruction (SDI) Walkthrough Tool⁴ to ensure the implementation of SDI in self-contained classrooms across the District.
- The Department of Special Education is sharing weekly compliance data with the School Chiefs.⁵ The data include overdue reevaluation meetings, annual reviews, and initial meetings. In addition, the Department of Special Education shares updated spreadsheets outlining in-school and out-of-school suspension rates by building as well as initial referrals by school and by grade.
- The Department of Special Education has created a comprehensive Implementation Plan⁶ for the Reorganization of the Department. The goal of the reorganization is to ensure that principals and assistant principals have a greater sense of ownership of the education of students with disabilities at the building level. The Implementation Plan consists of a Gradual Release of Responsibility Model. The purpose of the gradual release is to strategically transfer the responsibilities of special education annual review meetings to the building level over a three-year time span. This will ensure that IEPs are appropriately aligned with the delivery of standards-based instruction in classrooms. Through embedded professional learning, the Department of Special Education will provide building leaders with the tools needed to improve educational outcomes for students with disabilities.
- The proposed budget for the 2019-20 school year includes the funding and resources necessary to implement a District-Level Centralized Committee on Special Education and roll out a Gradual Release of Responsibilities to the building-level administration. The 2019-20 Special Education Budget appears to include the resources necessary to meet the interim benchmarks for year one of the imminent consent decree.
- The Department has reviewed and prioritized the recommendations of the Special Education Advisory Board and the imminent consent decree. Actions to address the recommendations are outlined in the Department's Implementation Plan for Reorganization.
- In March of 2018, the Department of Special Education created a Guidance Document for Process of Considering Special Transportation.⁷ The protocol allows CSE teams to assess the need for special transportation for individual students based on their educational disability. The Department has embedded a series of qualifying questions to determine eligibility for special transportation and the least restrictive environment and supports into the Guidance Document for Considering Special Transportation.

⁴ Appendix 3 [SDI Walkthrough Tool.doc](#) [Walkthrough Tool Evidence.docx](#)

⁵ Appendix 4 [Special Education Weekly Data Sample.docx](#)

⁶ Appendix 5 [Final Implementation Plan 4.23.19.pdf](#)

⁷ Appendix 6 [Guidance Document- Special Transportation \(1\).pdf](#)

- The Department of Special Education has implemented the activities outlined in the Strategic Action Plan approved by NYSED. A mid-course review was completed in March 2019. This, and progress monitoring updates, are noted in Appendix 7.
- The Department of Special Education has collaborated within the Regional Special Education Technical Assistance Support Center (RSE-TASC) to provide training, resources, and technical assistance throughout the 2018-19 school year. This technical assistance has been aligned with Department's goals as outlined in the Strategic Action plan. Guidance has been provided (but not limited to) the following areas: CSE Chairperson Training, Quality IEP Development, English Language Learner (ELL) Language Differences vs. Learning Disabilities, Transition, Graduation Pathways, Functional Behavioral Assessment/Behavior Intervention Plans, and SDI.

English Language Learners (ELLs)

Implementation Status Update:

- The District has completed a draft of the ELL Handbook.⁸
- RCSD is working with the Regional Bilingual Educational Resource Network to set ambitious and achievable expectations for students in bilingual programs.
- The Multilingual Education Department has been working with different groups of teachers and administrators to develop characteristics of effective ELL instruction to create the non-negotiables that should be present in every lesson. In addition, another group of bilingual and Language Other Than English (LOTE) teachers have been working on a curriculum for Spanish Language Arts for Grades 9-12 with the expectation of completing most of this work over the summer for a K-12 curriculum for all Spanish Language Arts classes. This group is beginning to draft a scope and sequence for Home Language Arts.
- The Executive Director of the Multilingual Education Department has been advocating to the senior administration for the assignment of bilingual administrators in schools with large bilingual student populations.

⁸ Appendix 8 [ELL Handbook- Draft 4-23-19.pdf](#)

Organizational Structure

Implementation Status Update:

- A Central Office Customer Survey⁹ was developed to seek information relative to targeted, department-specific levels of service to schools. The survey was first administered to principals and assistant principals during the first two weeks in April. The Office of Accountability is analyzing the results.
- The District has completed a survey¹⁰ and assessment of all meetings, including function, learning targets, efficacy, and transparency for key stakeholders. As a result, current meeting structures have been modified to improve efficiency. Changes are as follows:
 - Instructional Cabinet: One hour group time, One hour small group work, moving to bi-monthly (decreased in group size and time).
 - Performance Management Meeting: Moved to small group focused on Distinguished Educator's report updates and one-hour large group as needed for cross-functional decision making.
 - Executive Cabinet: Approximately 1.5 hours in duration (decreased from 3-4 hours), added team members including Executive Directors of Special Education, Multilingual Department and Information Management, and Technology.
- The District has identified staff members who participated in project management training and received certification. This team will provide training to key District departments.
- A Project Management Team has been established to monitor the implementation of the District's action plan. The team meets on a weekly basis. The District is using the Jira digital platform to monitor and document the implementation of the plan.

Accountability

Implementation Status Update:

- The Office of Accountability began to identify effective professional development practices related to data for School Chiefs, principals, and assistant principals. The core members of the team will be attending the June Harvard Data-Wise conference and will return to the District as primary turnkey trainers so this professional learning will cascade across the District.
- The District audited the use and application of different data sources and assessments across the system.¹¹

⁹ Appendix 9 [DE Report RCSD CO Customer Service Survey WORKING DRAFT DOC \(1\).pdf](#)

¹⁰ Appendix 10 [RCSD Meeting Efficiency Survey. \(1\).pdf](#)

¹¹ Appendix 11 [Assessment-Intervention Software Data - ELA - 4-24-2019.pdf](#)

- The District has provided specific professional learning sessions on the school improvement process and writing SMART goals and gap statements. Training for principals began in February. A School-Based Planning Team training session was held in collaboration with the Rochester Teachers Association and the Association of Supervisors and Administrators of Rochester. A proposal was submitted to the Board for consideration of how to review School Comprehensive Education Plans from June 3-14.

Human Capital

Implementation Status Update:

- A professional development team representing all District stakeholders has been assembled to engage in the planning and development process for the 2019-20 school year.
- The District gathered feedback from building leaders to help frame professional learning for the Leadership Summit in July.
- The District created and implemented a clear, rigorous, and competency-based selection process for principals, placing final hiring authority with the Superintendent.¹²
- The Interim Superintendent, Chief of Staff, and Deputies have met to identify elements for discussion during potential negotiations to address the professional development incentives and hours. This will be an ongoing discussion.
- The District has identified a talent management planning team comprised of School Chiefs, principals and Human Resources representatives. The team, however, does not include teacher representatives. As recommended by the Distinguished Educator, the Chief of Human Resources met with the Deputy Superintendent of Human Resources for the Denver Public Schools to learn about their talent management practices.

Operations

Implementation Status Updates:

- The Bus Lift replacement project has been completed.
- A ten-year enrollment projection has been determined for the Facilities Modernization Plan document and is aligned with the enrollment projection from the Accountability Department.
- The planning for the implementation of a new bus routing software is underway. Below is a description of the process:

¹² Appendix 12 Principal Selection Process - FINAL DOC.docx

- The District conducted an analysis of software programs in January and February 2019.
 - The District chose to continue with the current vendor for their routing software. The vendor is Trapeze. Trapeze will continue to provide onsite feedback and onsite presentations to the Transportation and Information and Technology Teams.
 - The District will purchase the update of the software in July or August 2019.
 - The estimated installation dates will be in November and December 2019. The date is contingent on the full rollout of the updated Student Information System during the summer and fall of 2019.
 - Training for the new software will begin in March or April 2020.
 - The Test Database will occur in April or May 2020.
 - Projected full implementation is scheduled for August 2020.
- The District has commenced negotiations with the Regional Transit Service regarding their current transportation contract.
 - The District has been working closely with Monroe School Transportation (MST) to address the transportation issues that have previously occurred at the beginning of the school year. As of April 1, 2019 MST has hired Maria Mello-Dupree as their Director of Transportation and Lori Baldwin as General Manager. They both have significant experience in Rochester City School District Operations and Security. The key steps in their plan include:
 - The successful recruitment of new drivers;
 - Development of an incentive plan to retain drivers;
 - The implementation of mandatory rigorous safety training for all drivers and bus attendants;
 - The installation of cameras, GPS, and other safety measures on all vehicles;
 - Contract monitoring to hold MST accountable if they fail to meet every aspect of service;
 - Routing of students beginning in July; charter, private and parochial schools were required to apply for transportation by April 1;
 - Bi-weekly meetings with the leadership of RCSD special education department to consistently review students' IEPs and the routing of the students; and
 - Consistent meetings of the MST and RCSD special education and transportation teams with the leadership teams of Monroe 1 and Monroe 2 BOCES;
 - Monthly meeting of the RSCD Special Education Team with RCSD's Transportation Department and Monroe School Transportation to review the transportation requirements in students' IEPs and to begin to build a transportation schedule for 2019-2020.
 - The assessment of Crisis Go is close to completion. Crisis Go is a mobile crisis response software that alerts all safety team members of an emergency. Though current processes are working effectively, improvements have been made. These include implementing the clear process listed below:

- Principal calls Chief
- Chief alerts to Crisis Team Members via Crisis Go
- Search of the building for missing students
- Principal calls 911 within 15 minutes
- Mobile staff members deployed to school
- Chief of Operations is contacted
- Chief of Staff/Chief of Schools determines if a call is needed
- Chief of Staff contacts Board
- Safety and Security will provide a monthly report to School Chiefs on Crisis Go. A review of the data will be reviewed at the Executive Cabinet meeting

School Climate

Implementation Status Updates:

- The District continues to educate and engage school leaders and teachers in the practice of identifying, addressing, and reflecting on implicit bias observed in classrooms, curricula, and school environments. The District needs to continue ensuring that the acquired knowledge translates into behaviors that lead to improved student outcomes.

Finances

Implementation Status Updates:

- The Procurement Department currently has processes in place that delineate the procedure for the selection of vendors in compliance with General Municipal Laws. This includes the selection of consultants. The process will be enhanced and documented in the manual to include all the procedures for the selection and processing for the use of a consultant.

The process has been reviewed and modified to include the review and modification, as appropriate, of the current Contract Request Form (CRF), which includes consultants. The CRF requires information that includes: identity of the initiator of the consultant service, the purpose of the request, qualification criteria, required experience, content area director approval, the department hosting the budget for the service approval, and the signature of the department head receiving the service.

- The Vendor Evaluation Form has been reviewed for completeness and it was determined that no modification was needed.
- The initial Superintendent budget presentation to the Board has been revised and tailored for use with the community. There have been multiple stakeholders' budget forums, including the Bilingual Education Council (in Spanish), Principals, Central Office mid-level management, Student Council,

and two open general community forums. The next phase of the process is to communicate the Structural Budget Gap Elimination Report and PowerPoint presentation to all stakeholders.

- Ten-year enrollment projection has been determined for the Facilities Modernization Plan document and is aligned with the enrollment projection from Accountability.
- Long-Term plan (10 years) has been initiated from a financial perspective with the assumptions and the potential budget shortfall for each year.

Parent and Community Engagement

Implementation Status Updates:

- There has been no significant progress in this area.
- The Interim Superintendent, Board members and senior staff have met with the Parent Advisory Council (PAC). The PAC representatives shared the following concerns:
 - PAC members felt the Distinguished Educator's report was biased against them as it was more critical of their group than the other two parent groups (Bilingual Education Council and the Special Education parent Advisory Council).
 - PAC members indicated they were not aware that *Resolution 473: Parent Advisory Council Bylaws* was under consideration by the Board and that they were not asked to provide input. This resolution ensures that any future amended bylaws of the Parent Advisory Council are consistent with Board of Education policies and that no future changes to the PAC bylaws will be considered valid or binding until and unless they have been ratified by the Board of Education.
 - They were not asked to provide input into the revisions of the Parent and Family Engagement Policy.
 - The Director of the Office of Parent Engagement has not been supported by senior administration for several years.

PAC members have expressed that the unresolved issues listed above have caused a rift between PAC and the Board and staff.

- In April 2019 the District conducted a School-Based Planning Team training. The training was attended by 26 teams, with approximately 175 people.

Distinguished Educator Support

During this quarter the following support has been offered to the District:

- Served as a thought partner to the Board and Administration on District-related matters
- Provided mentoring to the Executive Director of Special Education
- Provided technical assistance in the development of the District's strategic plan
- Assisted in the superintendent search
- Provided professional development sessions to the School Chiefs on how to coach and lead principal
- Provided an overview of a Direct Report Protocol model to the Executive Cabinet
- Participated in 23 Board business meetings, Board Committee meetings, Board Leadership meetings, or one-on-one meetings with commissioners
- Participated in three Principals' Meetings
- Participated in 31 meetings with Executive Cabinet members
- Conducted twelve school visits
- Participated in 19 community meetings

Conclusion

As this report shows, the District administration has made some progress in implementing the action items listed in the plan submitted to the New York State Education Department. However, the progress is limited. Even some Board Commissioners acknowledged their disappointment with the limited progress in the area of District Governance.¹³

During the next quarter the District should focus on two main areas:

1. Ensuring that the implementation of the action items leads to a coherent approach to District improvement and student outcomes.
2. Establishing a system to ensure a smooth transition of the plan and District operations to the new superintendent.

The Distinguished Educator and the New York State Education Department remain ready to assist the District in the process of the turning itself around to better serve its students and the community.

¹³ <https://www.youtube.com/watch?v=xSyHicvYjgY&feature=youtu.be>