Strategic Plan

Steering Committee Meeting 4

ONERCSD

Welcome!

Dr. Carmine Peluso
Superintendent of Schools

ROCHESTER CITY SCHOOL DISTRICT

Today's Focus

District Data Recap

Additional Survey Results

Priorities & Goals

Meeting Norms

Engage

Seek to understand others' views

Think short-term and long-term

District Data Recap

Session 3 Data Analysis Activity

Reviewed data on:

- staff and student demographics
- graduation rates
- student performance
  - 2021-22 Grades 3-8 ELA and Math State Assessment Results
  - 2021-2022 Annual Regents Exams Results
- suspensions

Identified data-based considerations for district priorities and goals

Requested additional data to further clarify district strengths and needs, including

- Graduation rates compared to state averages
- Trends over time (going back before pandemic)
- Local comparison data for Regents exams
- Attendance data
- Staffing data (levels, years of experience, etc)

Session 4 Data Analysis Activity - Part II

Data packets include:

- Information about chronic absenteeism disaggregated by subgroups
- Graduation rates disaggregated by subgroups
- ELA - Grades 3-8 and Regents disaggregated by subgroups
- Math - Grades 3-8 and Regents disaggregated by subgroups
- Staff qualifications (district and statewide)
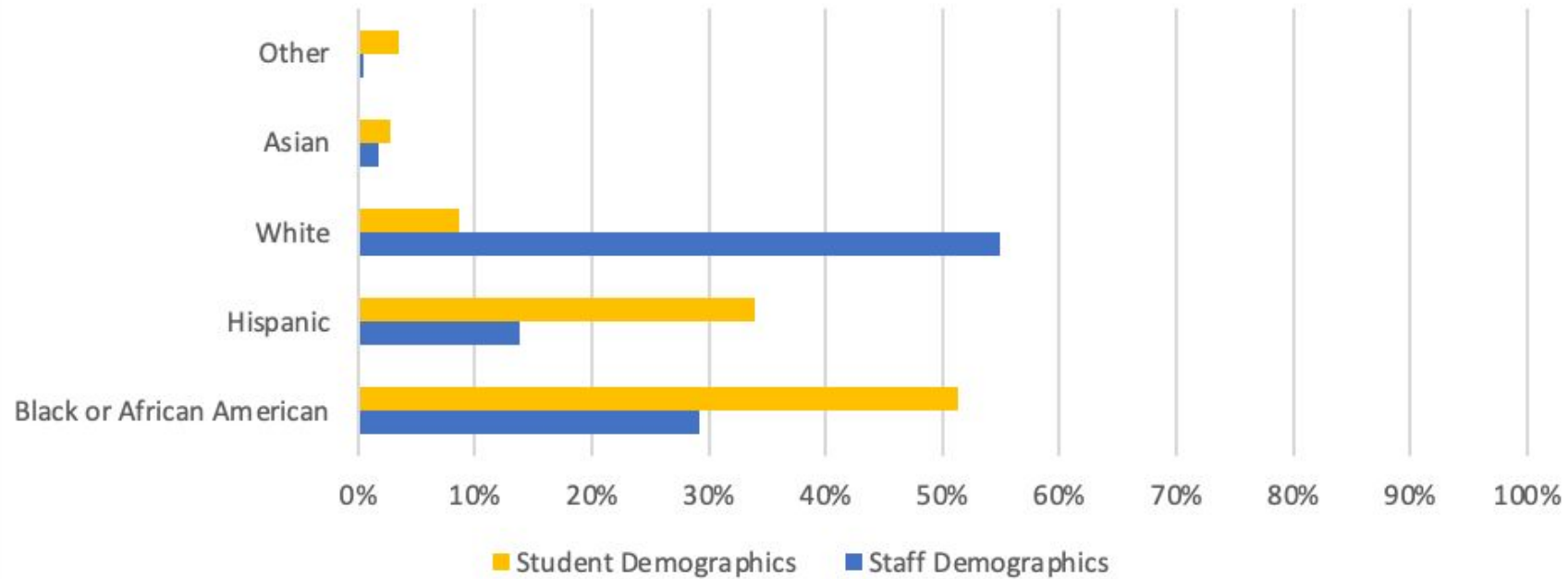- Post-secondary enrollment

English Language Arts

2022 - 2023	**15.8%** 1370 out of 8672
2021 - 2022	**13.0%** 1208 out of 9291

Mathematics

2022 - 2023	**11.8%** 991 out of 8402
2021 - 2022	**6.7%** 590 out of 8799
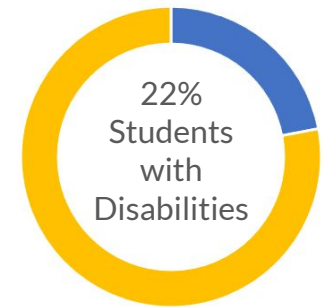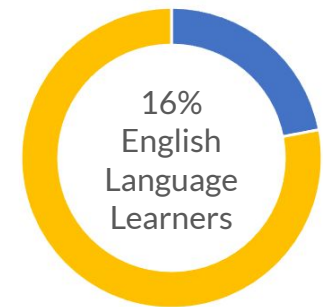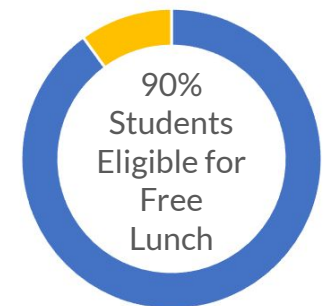
Graduation Rates - 2018 4-year August Cohort
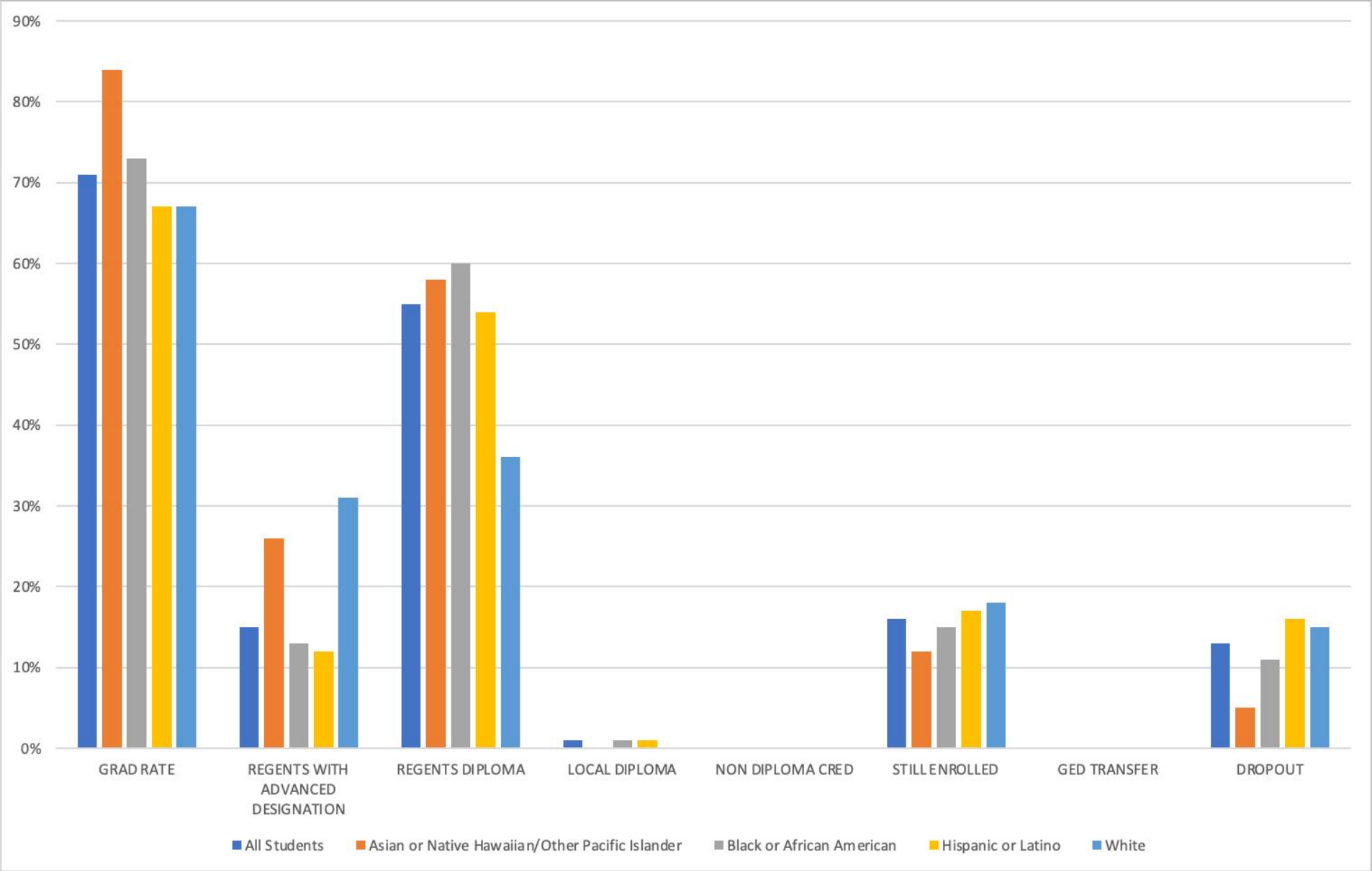
Graduation Rates - 2018 4-year August Cohort

Graduation Rates - 2018 4-year August Cohort

Graduation Rates - 2018 4-year August Cohort

Grades 3-8 ELA and Math State Assessment Results (2021-2022)

GRADES 3-8 ENGLISH LANGUAGE ARTS RESULTS (2021-22)
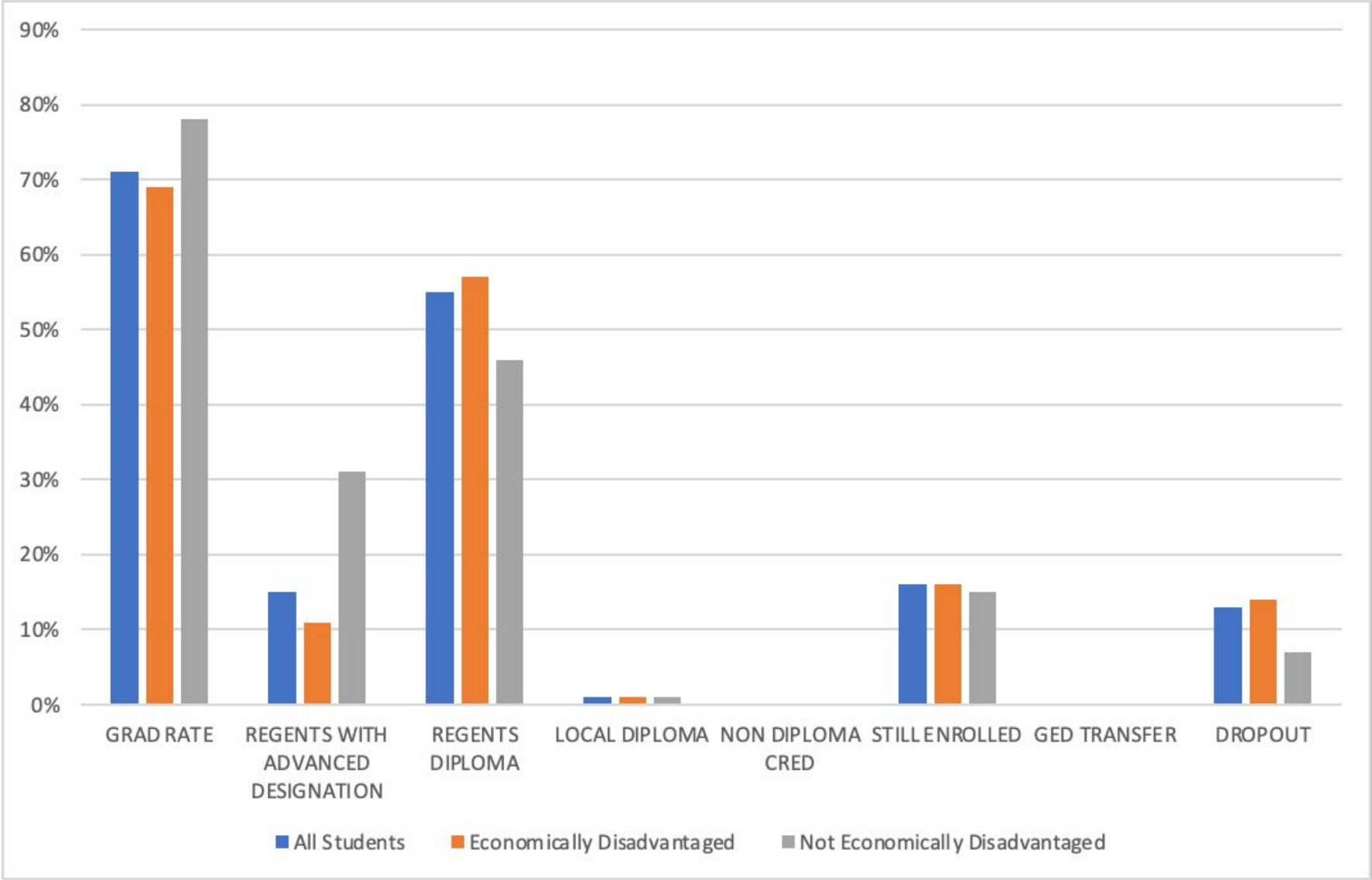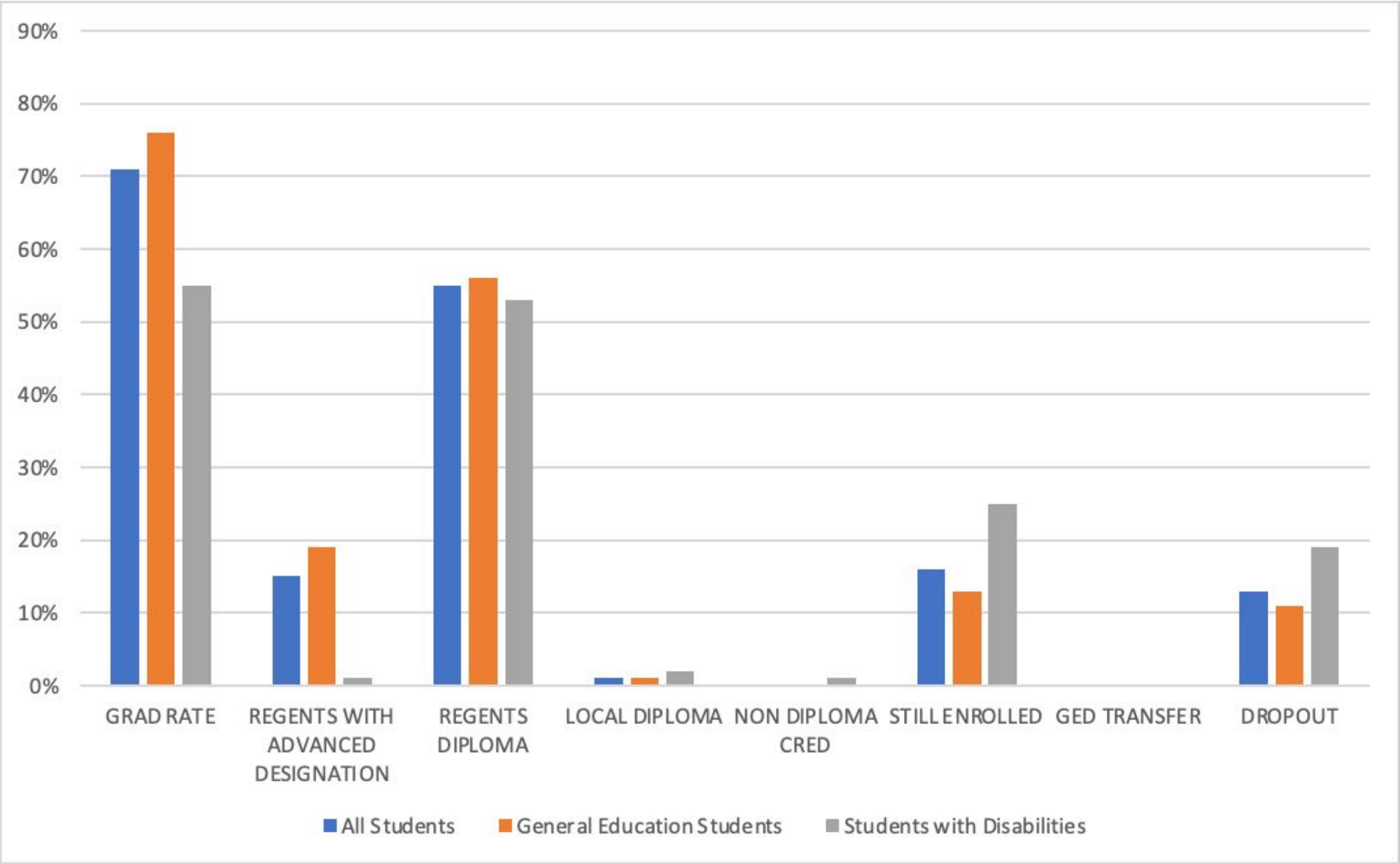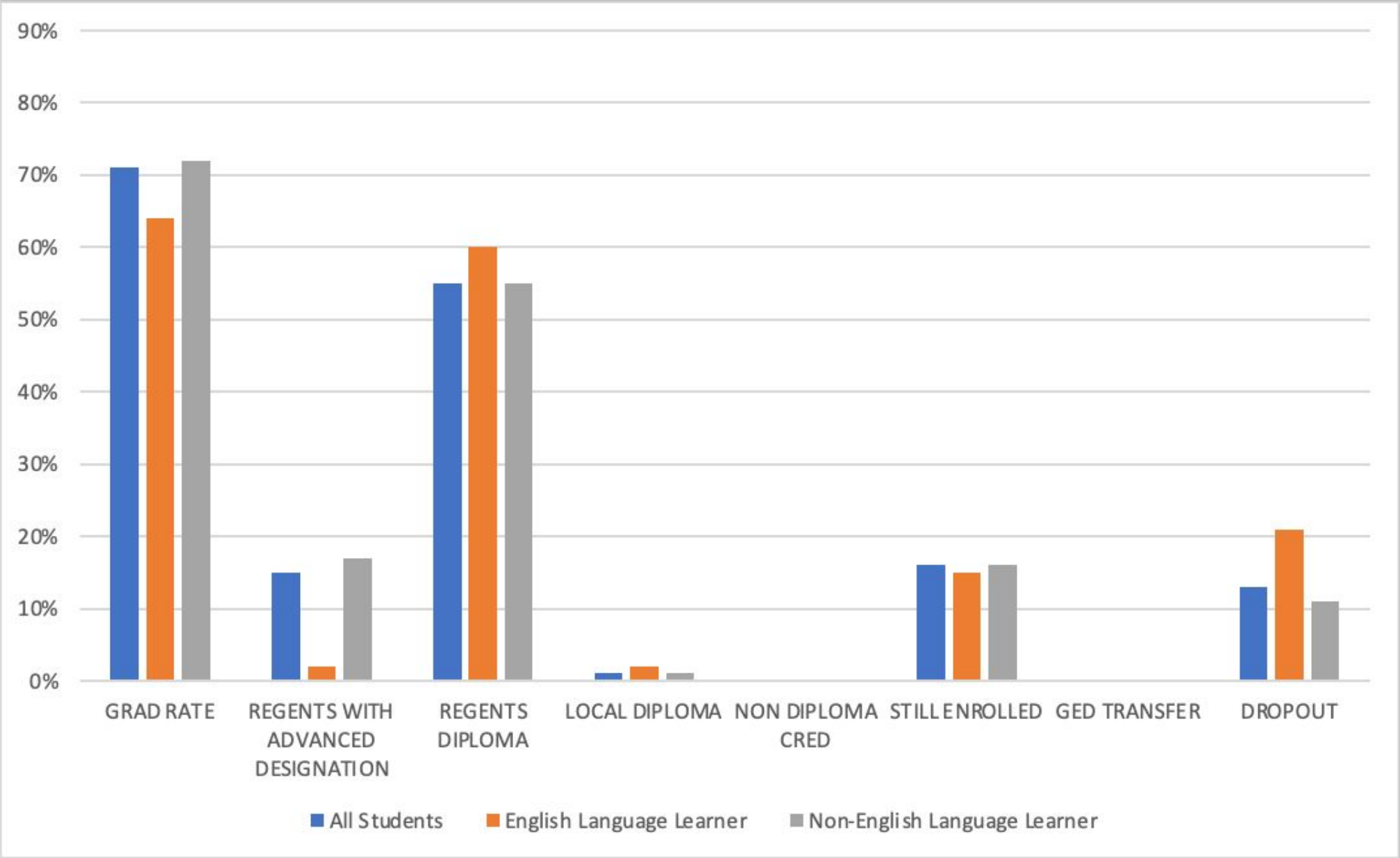
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.
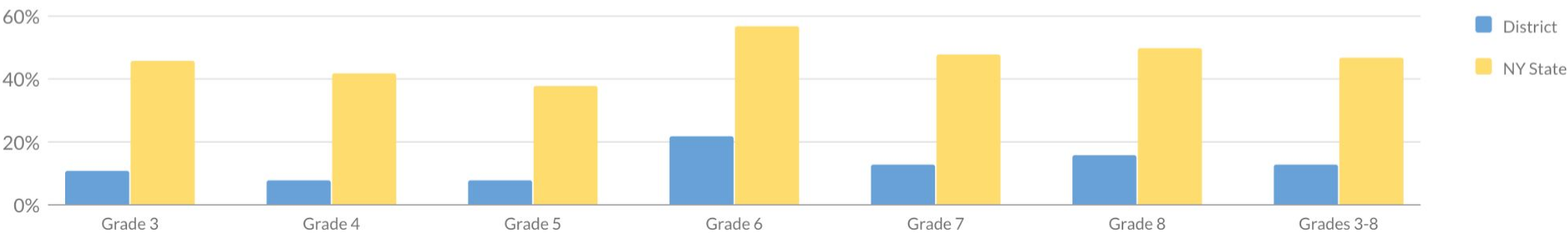
SUMMARY RESULTS

GRADES 3-8 MATHEMATICS RESULTS (2021-22)

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

SUMMARY RESULTS

Percent Proficient

Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Annual Regents Exam Results (2021-2022)

Annual Regents examination results are those administered in August, January, and June of the reporting year.

All administrations of Regents examinations in August 2021 and January 2022 as well as the June 2022 administration of the Regents U.S. History and Government (Framework) exam were canceled.

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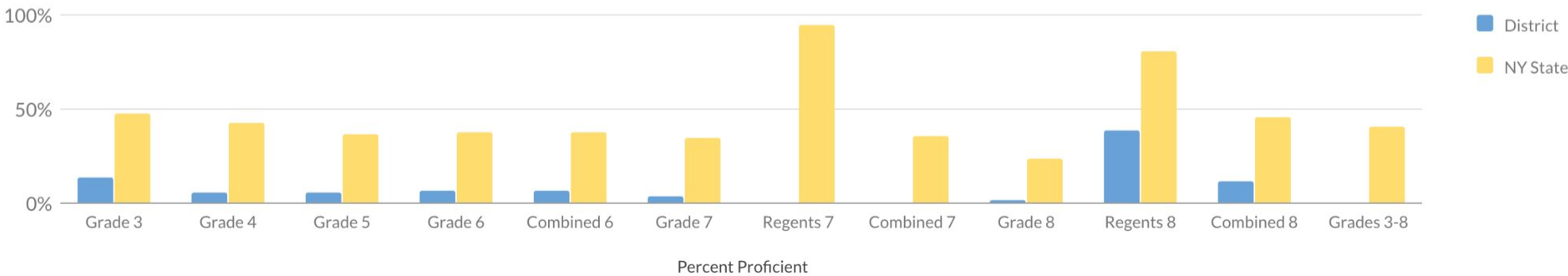

ANNUAL REGENTS EXAMINATION IN ELA (2021-22)

Annual Regents Exam Results (2021-2022)

ANNUAL REGENTS EXAMINATION IN ALGEBRA I (2021-22)

Percentage Scoring at Levels

ANNUAL REGENTS EXAMINATION IN GEOMETRY (2021-22)

Percentage Scoring at Levels

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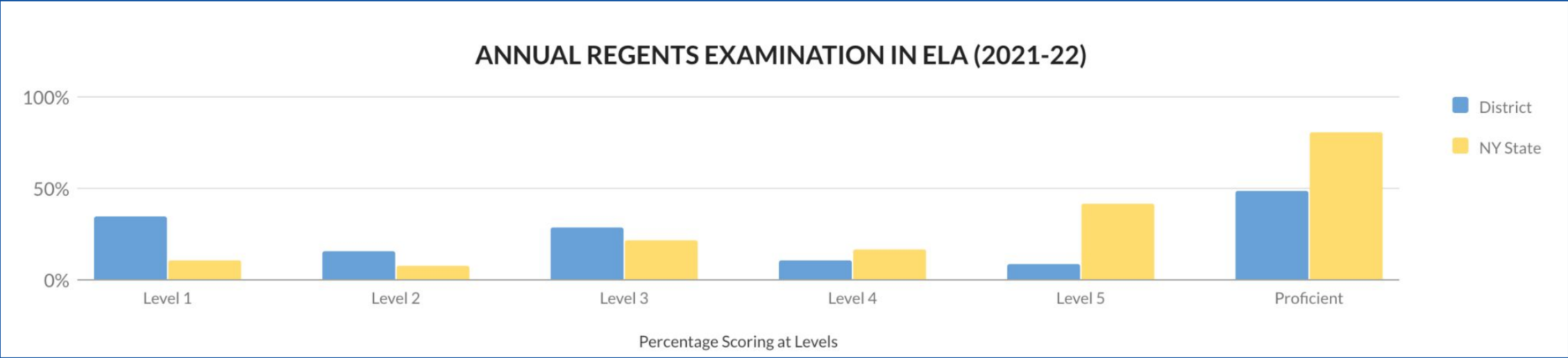
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Annual Regents Exam Results (2021-2022)

ANNUAL REGENTS EXAMINATION IN ALGEBRA II (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Level 5, Proficient

ANNUAL REGENTS EXAMINATION IN LIVING ENVIRONMENT (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Proficient
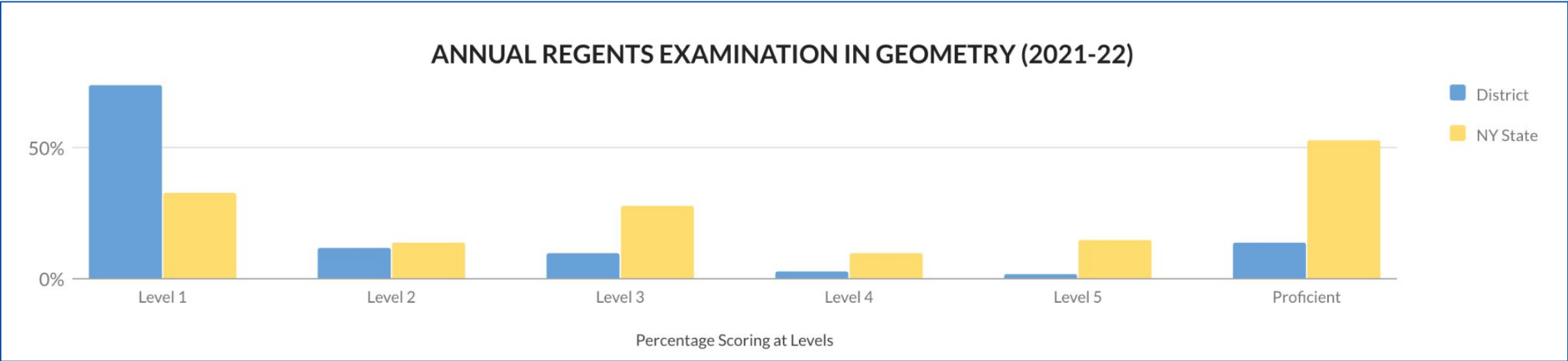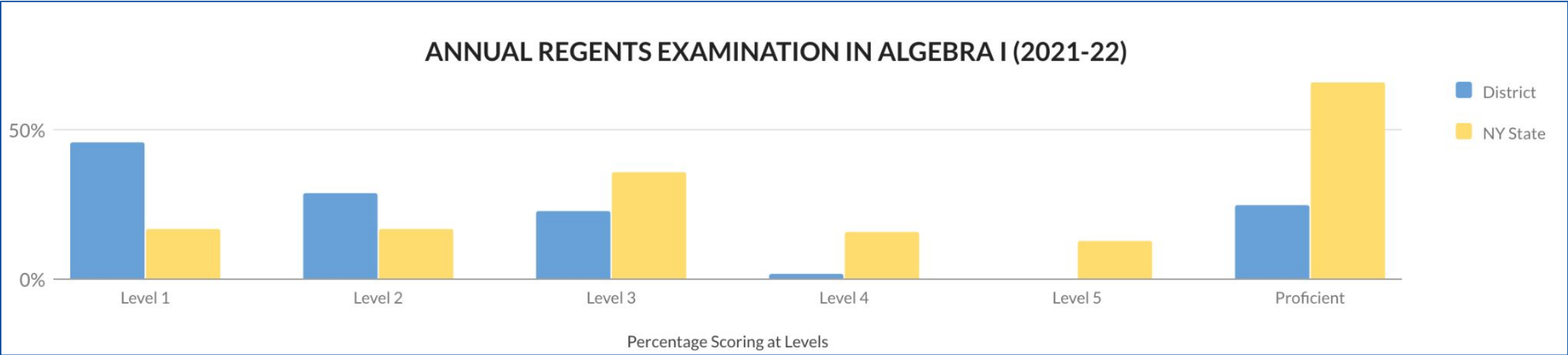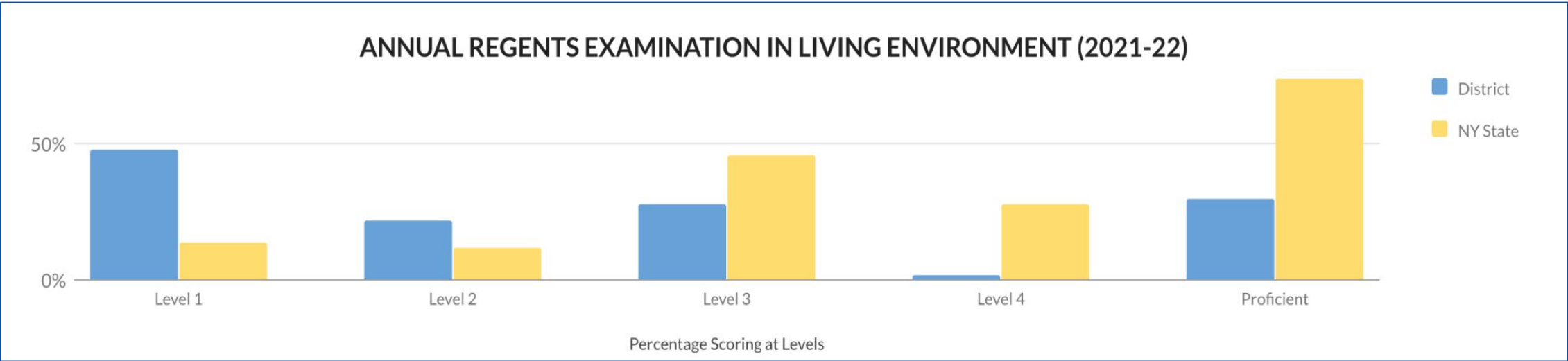
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Annual Regents Exam Results (2021-2022)

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/CHEMISTRY (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Proficient

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/EARTH SCIENCE (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Proficient
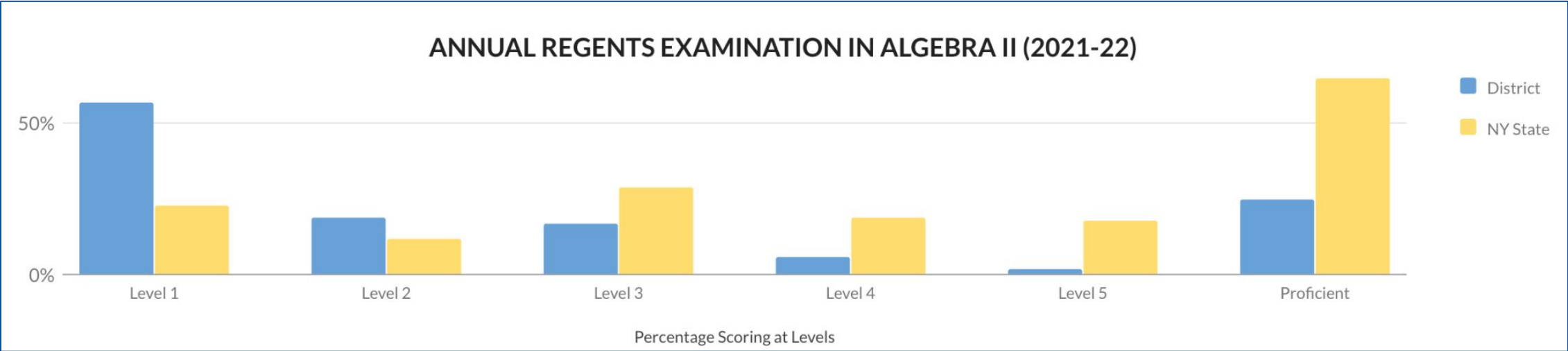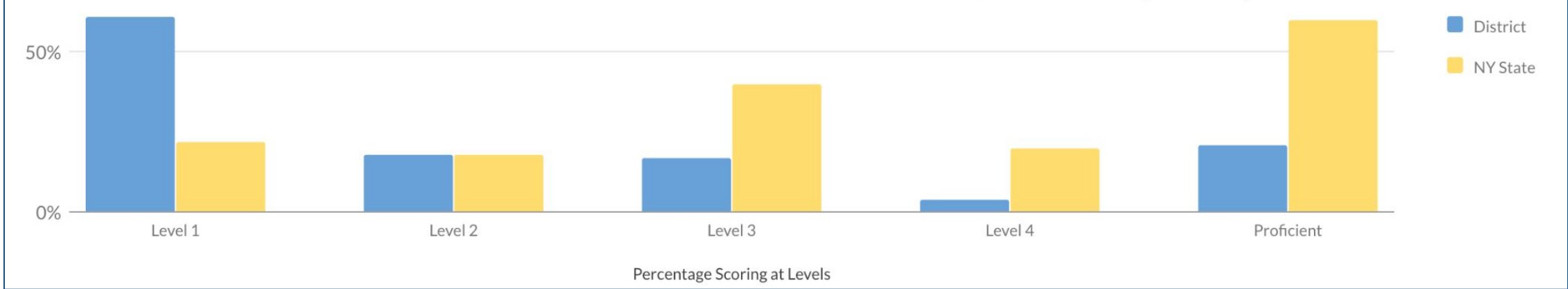
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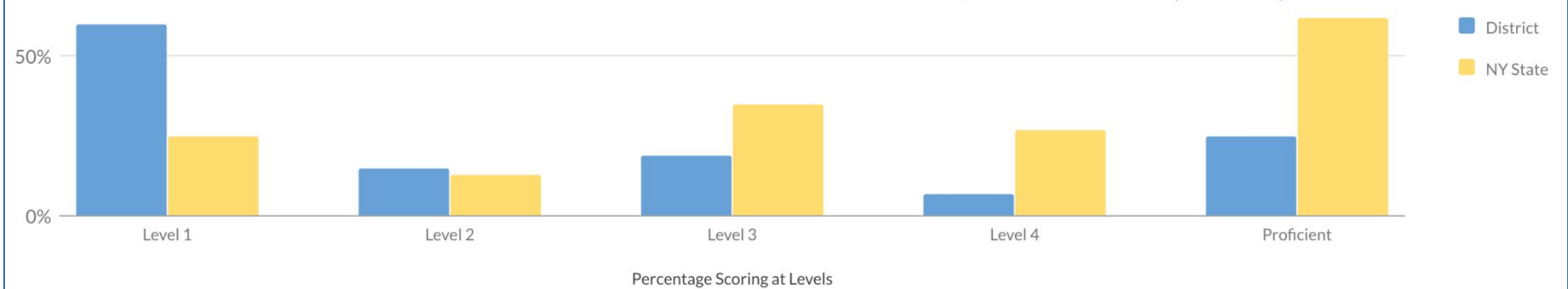
Due to the ongoing impacts of COVID-19, it may not be appropriate to compare 2021-22 NYS standardized assessment results with results from prior years.

Annual Regents Exam Results (2021-2022)

ANNUAL REGENTS EXAMINATION IN PHYSICAL SETTING/PHYSICS (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Proficient

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II (2021-22)

Legend: District (blue), NY State (yellow)

Percentage Scoring at Levels — Level 1, Level 2, Level 3, Level 4, Level 5, Proficient
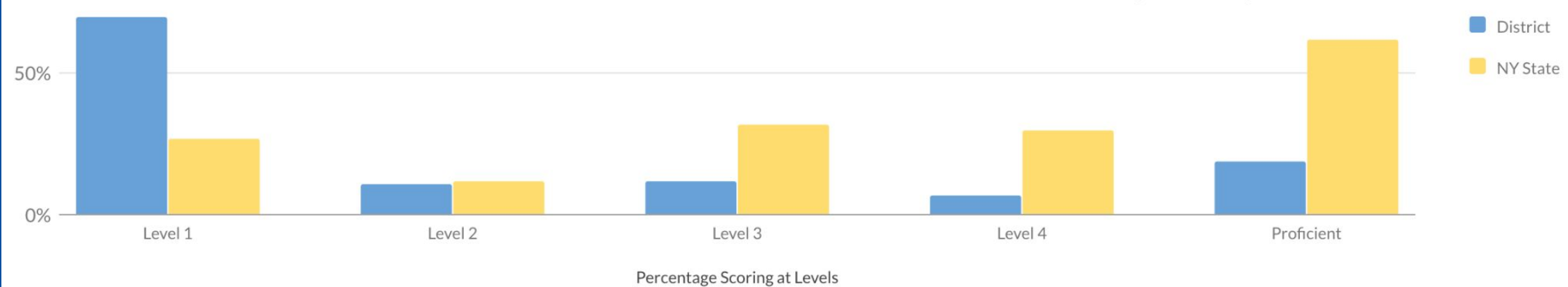
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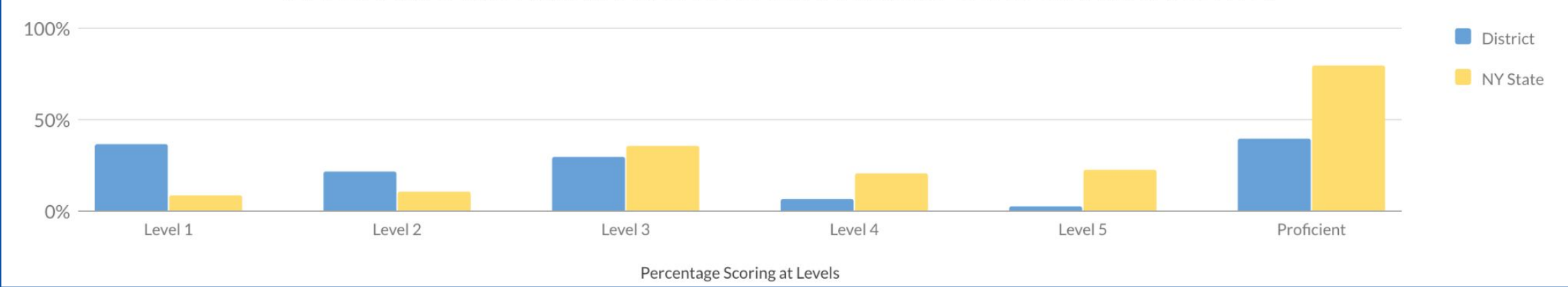
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Suspension Rates

Unduplicated Suspension Rate

	2018-19	2019-20	2020-21	2020-22
District	12.30%	11.10%	0.04%	16.20%
Black	15.40%	14.10%	0.06%	20.60%
White	6.80%	5.20%	0.09%	7.80%
SWD	15.90%	15.40%	0.05%	20.60%
Gen Ed	11.30%	9.90%	0.04%	15.00%

Out-of-School Unduplicated Suspension Rate

	2018-19	2019-20	2020-21	2021-22
District	6.9%	7.4%	0.02%	13.0%
Black	8.7%	9.6%	0.02%	16.8%
White	3.1%	3.0%	0.00%	6.0%
SWD	9.5%	10.8%	0.04%	17.5%
Gen Ed	6.1%	6.5%	0.01%	11.8%

Data Analysis Activity

Step One

Review data and list observations.

Step Two

Discuss your observations and, as a group, record any implications for the strategic plan.

What considerations do the data raise for priorities and goals of the district?

Step Three

Repeat Steps One and Two with other data sets.

Updated Survey Responses

How are you connected to Rochester City School District? Please choose the one option that best describes your connection to the school district. I am a...

988 responses
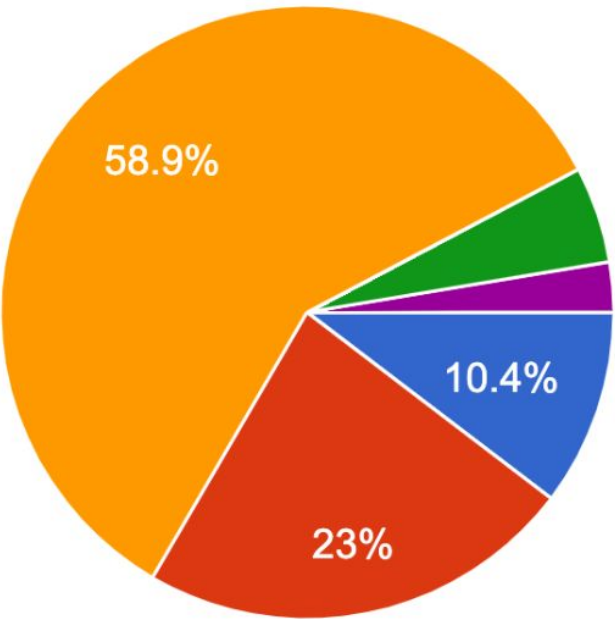
- 🔵 Student enrolled in a Rochester City School District school
- 🔴 Parent/Guardian of at least one student enrolled in a Rochester City School District school
- 🟠 Rochester City School District Employee
- 🟢 Rochester City School District Employee + Parent/Guardian of at least one student enrolled in a Rochester City S…
- 🟣 Community Member

58.9%

10.4%

23%

As a student, parent/caregiver/guardian, and/or employee of Rochester City School District, please select the school type(s) or setting(s) with which you are primarily affiliated. (Select all that apply.)

959 responses
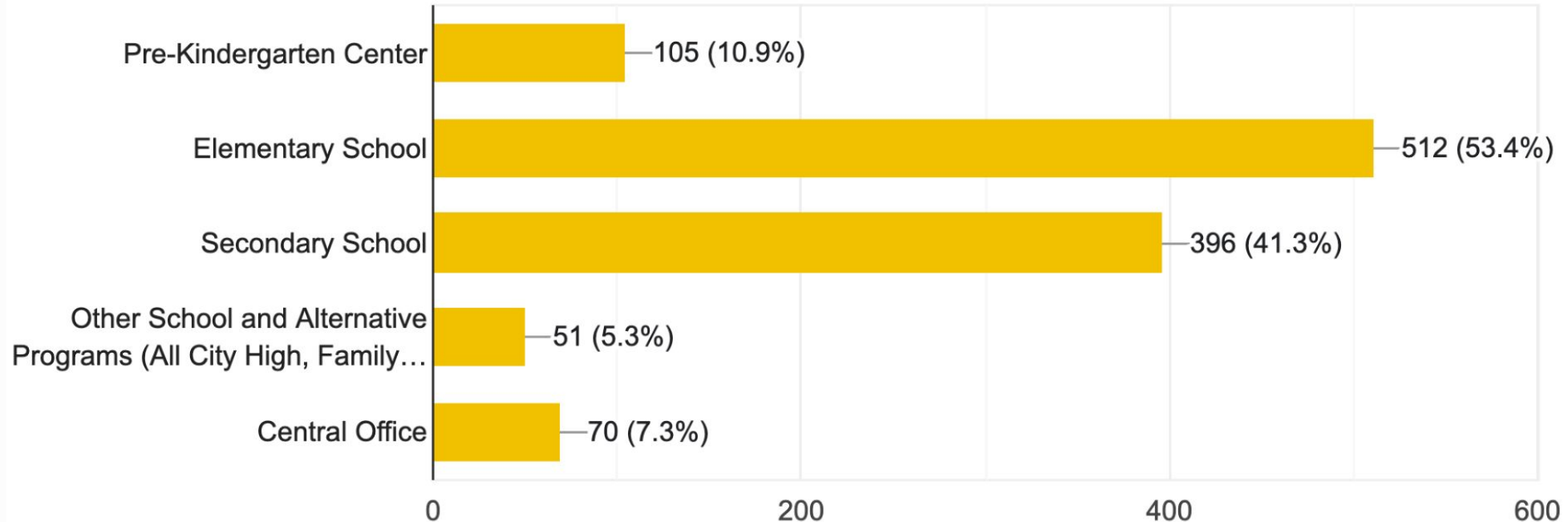
Survey Responses

- English Responses: 985
- Spanish Responses: 3

- Employees: 580
- Employees + Parent/Guardians: 50
- Parents/Guardians: 230
- Students: 102
- Community: 26

Refining Priorities

Reminder of Goal Setting Structure
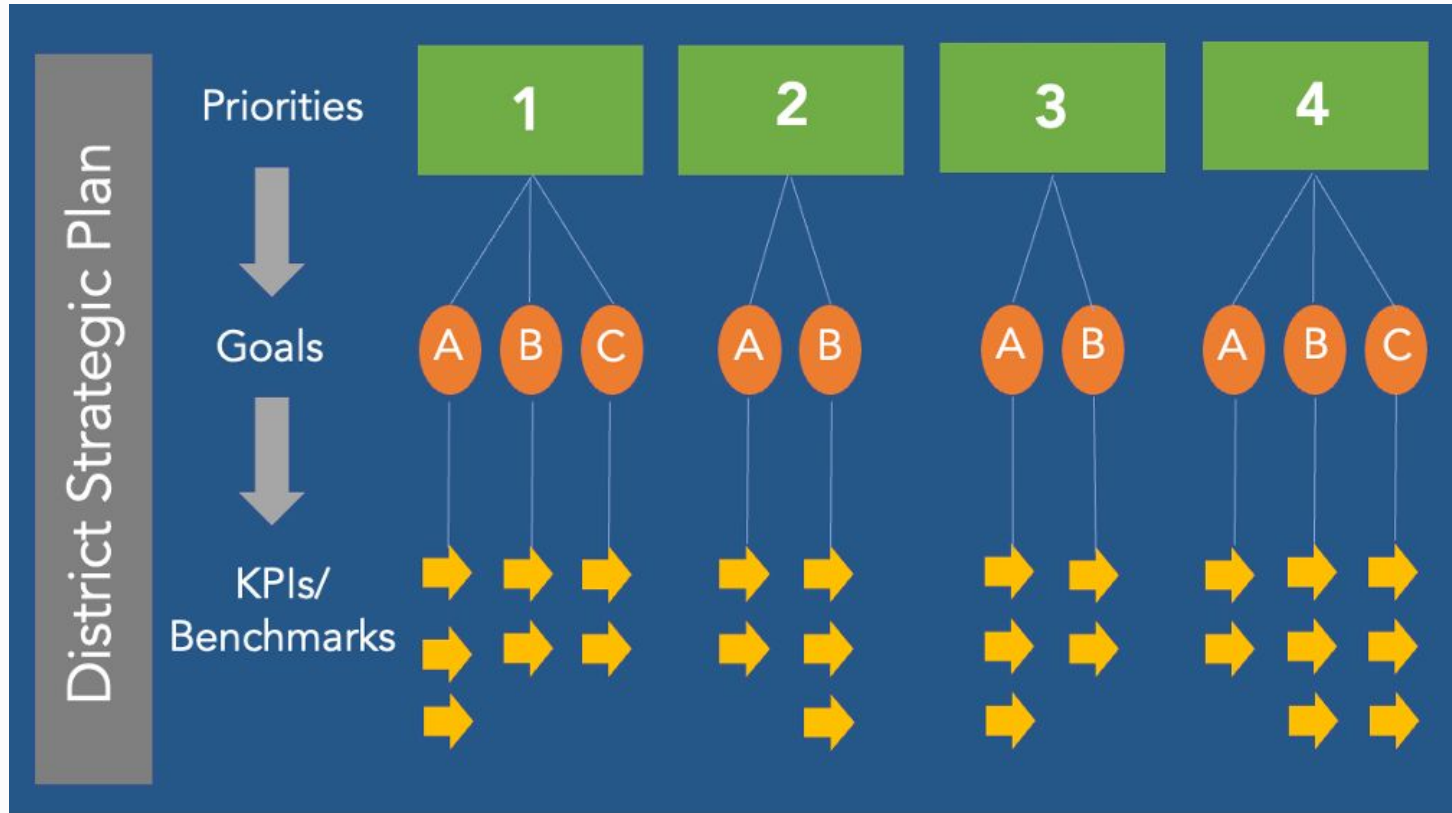
Priorities

- Broad focus areas for the district
  - Typically there are 3-5 priority areas

- Aligned to state requirements and district vision

- Capture the district's core functions. Examples:
  - Academics (Ensure Excellent Schools)
  - Human Resources (Recruitment / Retention)
  - Social Emotional Learning (Educate the Whole Child)
  - Operations & Finance (Continuously Improve Efficiency)
  - Families & Communities (Engage Families & Community)

- Include a short description of each priority and its importance

Jackson Priorities

- Strong Start / Early Learning
- Innovative Teaching & Learning
- Talented & Empowered Teams
- Joyful Learning Environments
- Culture of Accountability & Excellence

EXCELLENCE FOR ALL:
THE **STRATEGIC PLAN** FOR EDUCATING JACKSON SCHOLARS
2019-2024

JACKSON PUBLIC SCHOOLS
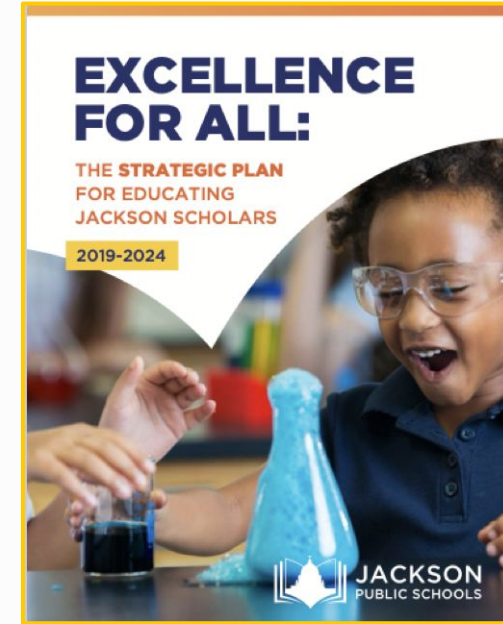
Alexandria Priorities

- Systemic Alignment
- Instructional Excellence
- Student Accessibility and Support
- Strategic Resource Allocation
- Family & Community Engagement
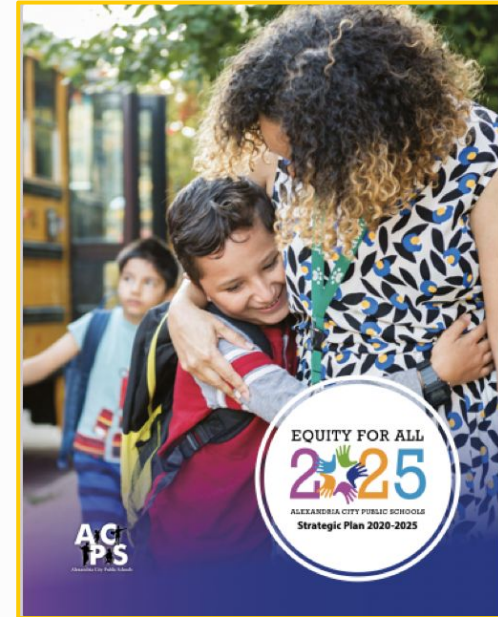
Boston Priorities

- Eliminate Opportunity & Achievement Gaps
- Accelerate Learning
- Amplify All Voices
- Expand Opportunity
- Cultivate Trust
- Activate Partnerships

20 25
imagine
BPS

Boston Public Schools
20/25 Strategic Plan
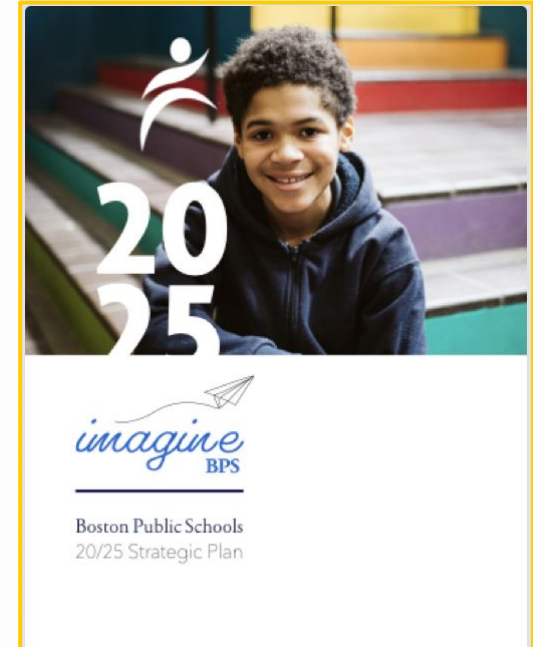
Washington, DC Priorities

- Promote Equity

- Empower People

- Ensure Excellent Schools

- Educate the Whole Child

- Empower Families

What should Rochester City School District prioritize in the next 3-5 years as part of their upcoming strategic plan? (Select up to five)

988 responses

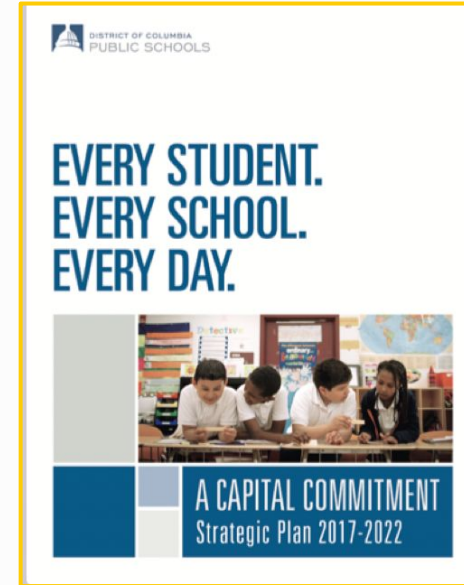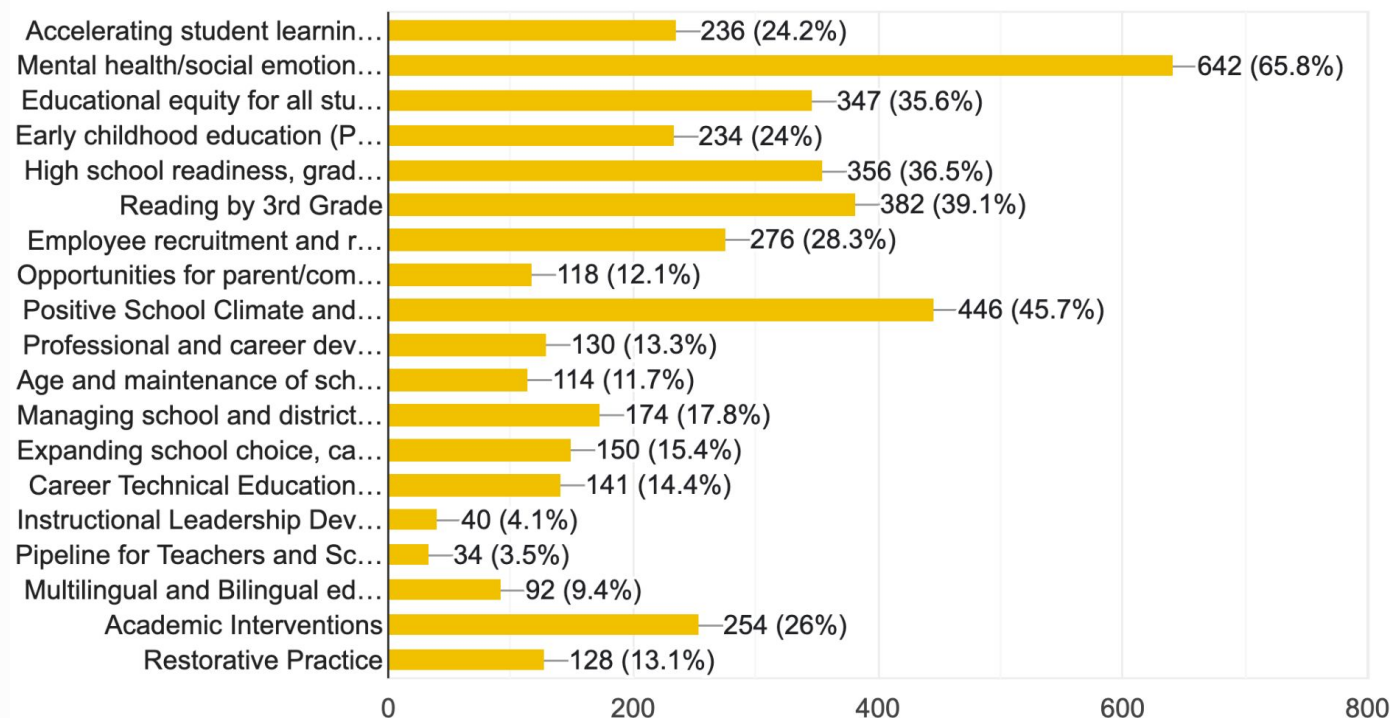| Category	Responses
Accelerating student learnin...	236 (24.2%)
Mental health/social emotion...	642 (65.8%)
Educational equity for all stu...	347 (35.6%)
Early childhood education (P...	234 (24%)
High school readiness, grad...	356 (36.5%)
Reading by 3rd Grade	382 (39.1%)
Employee recruitment and r...	276 (28.3%)
Opportunities for parent/com...	118 (12.1%)
Positive School Climate and...	446 (45.7%)
Professional and career dev...	130 (13.3%)
Age and maintenance of sch...	114 (11.7%)
Managing school and district...	174 (17.8%)
Expanding school choice, ca...	150 (15.4%)
Career Technical Education...	141 (14.4%)
Instructional Leadership Dev...	40 (4.1%)
Pipeline for Teachers and Sc...	34 (3.5%)
Multilingual and Bilingual ed...	92 (9.4%)
Academic Interventions	254 (26%)
Restorative Practice	128 (13.1%)

Respondents to this question see these areas as most important to prioritize:

- Mental health/social emotional wellness
- Positive school climate & culture
- Reading by 3rd grade
- High school readiness, graduation and post-graduate success
- Educational equity for all students
- Employee recruitment & retention
- Academic interventions
- Accelerating student learning (due to COVID-19)
- Early childhood education (Pre K, Early Literacy)
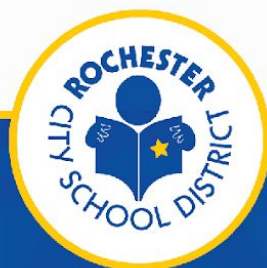
What should Rochester City School District START doing in order to provide a high-quality education to all students? STOP doing? CONTINUE doing?

(770-850 responses per question)

Respondents to the open response questions see these areas as important for improving RCSD:

1. Student Achievement and Foundational Skills (with an emphasis on Literacy)
2. School Culture and Relationships
3. Staff Support and Development
4. Equity and Inclusion
5. Community Involvement and Partnerships
6. Increased Parental Involvement and Accountability
7. Student-Centered Approaches
8. Bilingual Education and MTSS
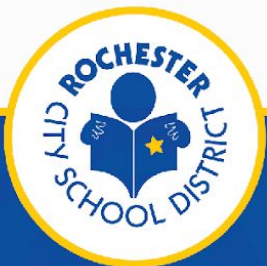9. Mental Health and Well-Being
10. Safety and Behavior Management

What should Rochester City School District START doing in order to provide a high-quality education to all students? STOP doing? CONTINUE doing?
(770-850 responses per question)

Respondents to the open response questions see these areas as important for improving RCSD:

1. Student Achievement and Foundational Skills
   - Prioritizing student achievement, particularly in reading, early literacy, and school readiness.
   - Focusing on early literacy intervention.
   - Providing interventions and targeted support for students.
   - Ensuring students have foundational academic skills.

2. School Culture and Relationships
   - Improving school culture, fostering positive relationships, and promoting respect among staff, students, and families.
   - Enhancing communication.
   - Creating safe and supportive learning environments.
   - Involving parents and community members to build a sense of community within the education system.

3. Staff Support and Development
   - Investing in staff by providing better compensation, professional development, and clear expectations.
   - Recruiting and retaining highly qualified educators.
   - Supporting teachers with training, reduced class sizes, and incentives.
   - Ensuring teacher well-being.

4. Equity and Inclusion
   - Addressing disparities between schools and providing anti-racist education.
   - Promoting equity in education, particularly for students with disabilities.
   - Focusing on inclusion and diversity in both staff and curriculum.

5. Community Involvement and Partnerships
   - Engaging parents, families, and the broader community.
   - Creating community-based strategies to address poverty and trauma.
   - Building stronger partnerships with local organizations, businesses, and colleges.

6. Increased Parental Involvement and Accountability
   - Actively involving parents in their children's education.
   - Holding parents accountable for their children's attendance and performance.

7. Student-Centered Approaches
   - Catering to individual student needs and learning styles.
   - Personalized learning to address students' social and emotional well-being.
   - Smaller class sizes for more individualized attention.

8. Bilingual Education and MTSS
   - Promoting bilingual education and cultural diversity.
   - Implementing Multi-Tiered System of Supports (MTSS) for students.

9. Mental Health and Well-being
   - Providing mental health support for students to improve their well-being and the learning environment.

10. Safety and Behavior Management
    - Implementing safety measures and effective behavior management in all schools.

Priorities Group Work Recap

At our last meeting, groups proposed the following priorities:

- Academics - Early Intervention
- Strong Start - Early Learning
- Academic Success
- Instructional Excellence (High School Graduation rates)
- Positive and Supportive Environment - Mental Health
- Educate the Whole Child (Social Emotional & Mental Health)

- Professional Development and Strong Staffing models
- Educational Equity
- Empower the voice of all of the PEOPLE (diversity)
- School Climate
- Joyful Learning Experiences
- Partnerships beyond school buildings
- Community and Family Engagement

Priority Refinement Activity

Review the different priorities proposed/identified by the survey respondents and the Steering Committee. As a group select the 3-5 priorities you think are most important to the future success of RCS and its stakeholders.

- Be sure to consider the ways in which your selected priorities reflect/respond to the data-informed needs and strengths of the district.

Priority Example

Priority: **Human Resources**

Description: *Our staff is comprised of talented, effective people reflecting the diversity of our community. Our employees are cared for, valued and respected and in turn, they care for, value and respect our students and families.*
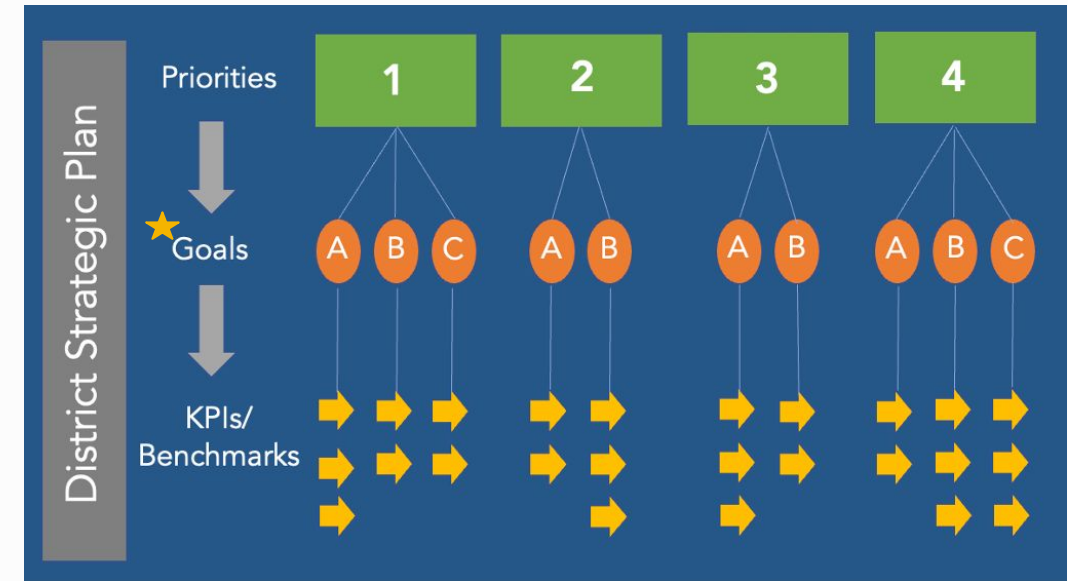
Goals

Goal Setting

Goals
- Provide more specific focus on a priority
  - Typically, multiple goals for each

- Based on specific areas of improvement
  - Needs assessment or other data analysis

- Long-term and measurable
  - Not yet broken into quarterly or annual measures

PRIORITY 1 — Increase Academic Achievement

GOAL 1A

BY 2023, at least 90 percent of all Durham Public Schools will meet or exceed standards for year-to-year academic growth as measured by the state model.

% DPS schools meeting/exceeding growth

2019	2020	2021	2022	2023
75%	79%	83%	87%	90%
(39 of 52)	(41 of 52)	(43 of 52)	(45 of 52)	(47 of 52)

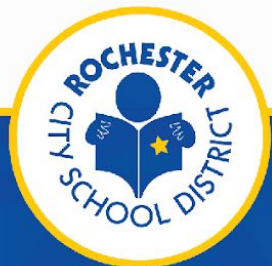Baseline: 75 percent of DPS schools (39 of 52) met or exceeded growth in 2016-17.

Sample Goals
(Clockwise)

Durham Public Schools

Alexandria City Public Schools

District of Columbia Public Schools

GOALS > DCPS will use these goals to measure our progress toward our vision, mission, and priorities.

1 DOUBLE THE PERCENT of students who are **COLLEGE AND CAREER READY** AND TRIPLE THE PERCENT of at-risk and students of color who are college and career ready.

2 100 PERCENT of K-2 students are **READING** ON OR ABOVE GRADE LEVEL.

3 85 percent OF STUDENTS **GRADUATE** WITHIN FOUR YEARS AND 90 PERCENT graduate within four or five years.

4 100 percent OF STUDENTS **FEEL LOVED** CHALLENGED & PREPARED.

5 100 PERCENT of schools are **HIGHLY RATED** or are improving.

6 90 percent OF STUDENTS **RE-ENROLL** AND DCPS SERVES 54,000 STUDENTS.

GOAL

INSTRUCTIONAL EXCELLENCE

ACPS will ensure that all students have access to and engagement with high-quality instruction.

ACPS instruction will:

- be aligned to a Division-wide instructional framework and high-quality curricula
- be engaging and rigorous
- be culturally relevant
- be differentiated to students' strengths
- be responsive to students' social, emotional, and academic needs
- be supported and monitored by school and Division administrators and instructional coaches, creating a culture of substance, depth, and critical thinking in curriculum and instruction

ONE RCSD

Goal Setting Activity

1 Review your group's selected top priorities. Select no more than three on which to focus during this activity.

2 Consider the specific areas of improvement and needs within the first priority. Brainstorm long-term, measurable goals.

3 Repeat with the second and third priority selected.

Closing

Q&A

Meeting Feedback

I appreciate...

I wonder...

Next Steps

Steering Committee Meeting #5

- November 29, 2023 - 5:30-7:30 pm (Virtual)

- Focus
  - Strategies and Measuring Progress
  - Foundational Content Review