



Federal and State Funded Programs Committee of Stakeholders

May 31, 2022



Strategic Plan Priorities 20-23

Engage



Provide high-quality learning experiences

- Implement student-centered learning to improve academic success for all and to close the achievement gap of our students with disabilities, economically disadvantaged students, and Black, Latino and English language learners.
- Establish a uniform, clear and transparent procedure for curriculum development and implementation.
- Use data purposefully and collaboratively to drive decisions and to improve student outcomes

Lift up



Ensure an inclusive, caring and safe learning environment

- Use restorative practices to promote inclusiveness, relationship-building and problem-solving.
- Deliver trauma-informed practices through a culturally responsive lens to provide a safe, positive learning environment.
- Establish training norms for cultural responsiveness, anti-racism, diversity and inclusion.

Collaborate



Build strong community

- Create non-traditional, innovative opportunities for family engagement.
- Partner with businesses, higher education and other community organizations.

Lead



Foster dynamic leadership

- Manage school and district resources effectively.
- Develop leaders at the school and district levels to achieve each school's targeted outcomes.
- Highlight and communicate the great accomplishments in our schools and district.
- Build high-performing teams to drive implementation of our strategic priorities.



State and Federal Programs COS Theory of Action



If we convene a committee of various stakeholders...

to collaborate on the development, implementation...

and progress monitoring of state and federal-funded programs we will create programs...

that reflect District and student need and community voice...

that are implemented in a fiscally- and policy-responsible way.



Agenda and Objectives

Agenda:

- Welcome (5 minutes)
- Committee Member Spotlight (5 minutes)
- Office of School Innovation Updates (20 minutes)
- Breakout rooms (45 minutes)
 - ESSA Funded Programs Overview and Spenddown
 - ARP/CRRSA Overview and Spenddown
- Program Evaluation - ESSA Funded Programs, ARP and CRRSA (30 minutes)
- Questions (5 minutes)

Objectives:

- Collaborate on progress of programs funded with state and federal funds (ESSA and ARP/CRRSA)



Committee Member Spotlight

Rebecca Hetherington - PLAC Secretary and Finance Committee Parent Representative



Five Fun Facts:

1. Live with my husband, 3 sons and 2 dogs
2. Run a family business where we do computerized embroidery with 19 employees
3. Graduated from SUNY Stony Brook with focuses in Child & Family Studies, English and Economics
4. I don't know how to talk about myself
5. As of Saturday I turned in my duct taped car with no passenger side handle for a brand new Subaru Outback



Committee Member Spotlight

Jazmin Colon: Secretary I - Office of Grants and Program Accountability



Five Fun Facts:

1. I have 5 chickens
2. Today is my birthday
3. I have been in the District for 16 years
4. I have been married for 9 years
5. We are a blended family with 8 children (two sets of twins), 7 grandchildren and one on the way due December 25.



Office of School Innovation Update



Continuous Improvement

- School level improvement planning process
 - Data Review/Root Cause Analysis
 - Assess Strengths
 - Learner Centered Problem
 - Problem of Practice
 - Commitment Statement
- District Comprehensive Improvement Plan
 - Next meeting June 14th 4-5pm



Our Process: This Spring and Next School Year

April 8-31

Identify Root Causes &
Craft a Literacy
Commitment Area

June 1-14

Affirm Commitment Areas, Research
Strategies Anchored in the Instructional Core
& Identify Tools for Measuring Success

July 2021 - March 2022

April 2022 - June 2022

July 2022 - May 2023

2021-22 School Year

Developed initial improvement
plans and gathered data that
inform this year's work

May 3-13

Draft Commitment Areas
in Math, Literacy,
Academic Culture &
Graduation (Secondary
Schools)

2022-23 School Year

Use plan to develop
annual actions and
classroom strategies
through continuous
improvement



Our Data Wise Journey

→ **Identify Broad, Persistent Trends of Inequity**

For each commitment area, we analyzed our data, identified stories, and considered persistent challenges

→ **Discovering Root Cause**

We discovered broad learner-centered challenges and adult-problems of practice that our teams will narrow and address in 2022-23

→ **Prepare for Deep Change**

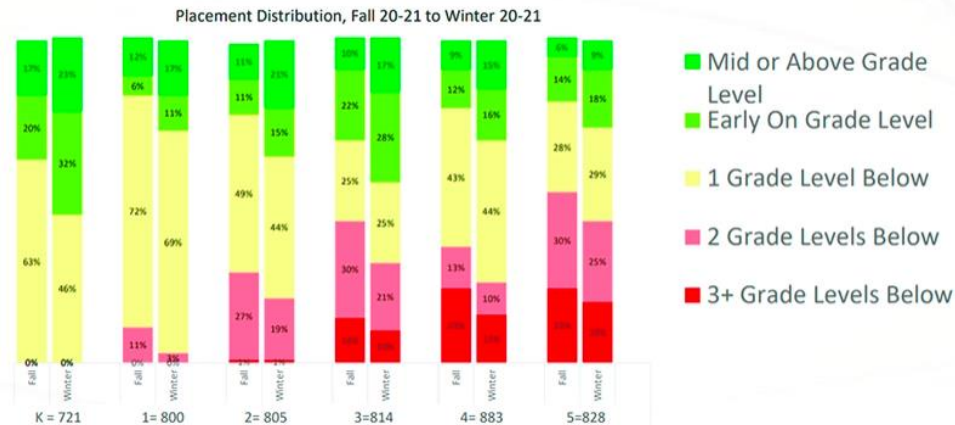
We named and set a commitment for Literacy, Math, Academic Culture, Graduation, and Data Wise continuous improvement



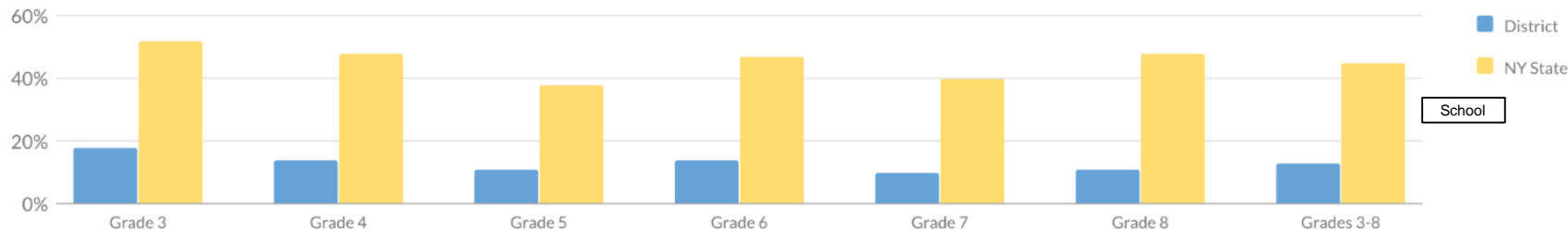
Literacy

Students perform poorly when expected to cite evidence for their claims or identify counter-arguments in writing about reading.

Student voice survey notes fewer than 50% of students see themselves or people like them reflected in the curriculum.



GRADES 3-8 ENGLISH LANGUAGE ARTS SUMMARY RESULTS (2018-19)





Literacy - Assets to Build Upon

Context:

Lots of literacy data to use

Reading specialist and intervention teacher

Teacher:

All staff attended balanced literacy professional learning sessions from district.

Student:

Enjoy reading and talking about books

Have opinions on texts

Learner-centered problem

While our students are able to make claims based upon multiple texts, the next level of work is citing evidence for their claims in writing and class discussion.





Problem of practice

Teachers provide opportunities for students to read rigorous texts and discuss them, the next level of work is to explicitly model how to cite and analyze evidence for their claims and claims of other students.



Our School Wide Literacy Commitment

As we address how teachers explicitly model and teach how to analyze evidence from one or more rigorous tasks, students' skills independently using evidence to support their claims will improve because they will practice more frequently across a wide range of content areas, and will learn strategies that apply consistently from classroom to classroom.



ESSA/ARP/CRRSA Breakout Rooms



Title Funding Overview

Title I A

School
Improvement
Programs

RCSD Allocation:
~\$26.4MM

Title II A

Supporting
Effective
Instruction

RCSD Allocation:
~\$2.5MM

Title III

English
Language
Acquisition

RCSD Allocation:
~\$0.6MM

Title IV A

Well Rounded
Education,
Safe & Health Students,
Technology

RCSD Allocation:
~\$1.9MM

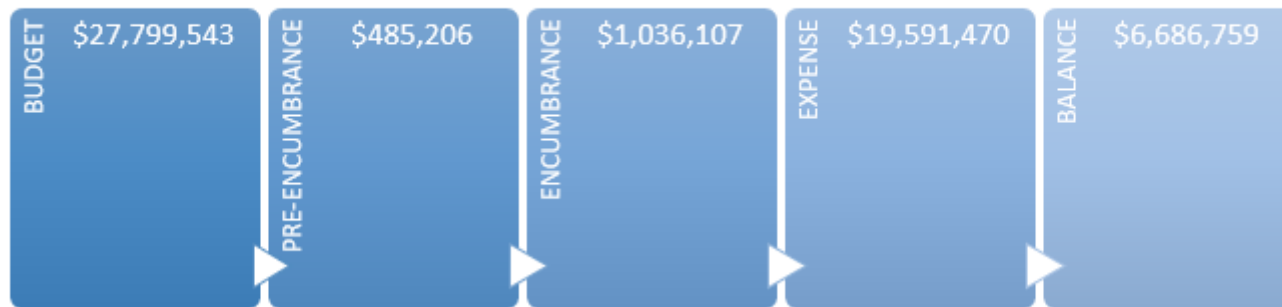


Title I - Overview and Spenddown

The Rochester City School District has been allocated \$26,389,952 to support Title I activities for the 2021-2022 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

Overall Fiscal Progress





Title I - Parent and Family Engagement

Parent and Family Engagement (~\$280K or 1%)

1% of the allocation is set-aside to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. Currently, 88% of schools have submitted and received approval of their Title I, Parent and Family Engagement Plans. These plans have been created in consultation with parents and stakeholder groups to most effectively meet identified needs of the school community. Parent and Family Engagement activities are expected to increase as the school year progresses due to lifting COVID restrictions, end of year activities, and back-to-school events.





Title I - School Improvement

School Improvement Reserve (~\$5M or 18%)

A portion of the Title I, Part A allocation is directed towards the support of the District Comprehensive Improvement Plan (DCIP) commitments and School Comprehensive Education Plans (SCEPs). These activities include:

- Contracts for school improvement initiatives such as AVID and Datawise (~\$322K)
- Supports for continued implementation of Next Generation Learning Standards (~\$4.2M)
- Progress monitoring tools such as Data Warehouse, PSAT/SAT, and Data Management Programmer (~\$332K)





Title I - Rank and Serve

Rank and Serve (~\$18.8M or 67%)

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 (~1.8M)
- Instructional Technology TOAs (~\$830K)
- Virtual Academy teachers (~\$1.2M)
- Provision of social emotional supports including ROC Restorative staff and supplemental social workers (~\$1.4M)
- Supplemental school-based staff and programming (~\$13.6M)





Title III - Overview and Spenddown

In 2021-2022, the Rochester City School District (RCSD) anticipates serving approximately 3,800 English Language Learners (ELLs)/Multilingual Learners (MLs). Last year, RCSD students spoke more than 60 different languages and comprised 30% of the total District enrollment. Nearly two-thirds (62%) of the RCSD families who spoke a language other than English spoke Spanish. Somali (6%) moved up and became the next most common language, followed by Arabic (4%) and Nepali (4%). 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.

Overall Fiscal Progress

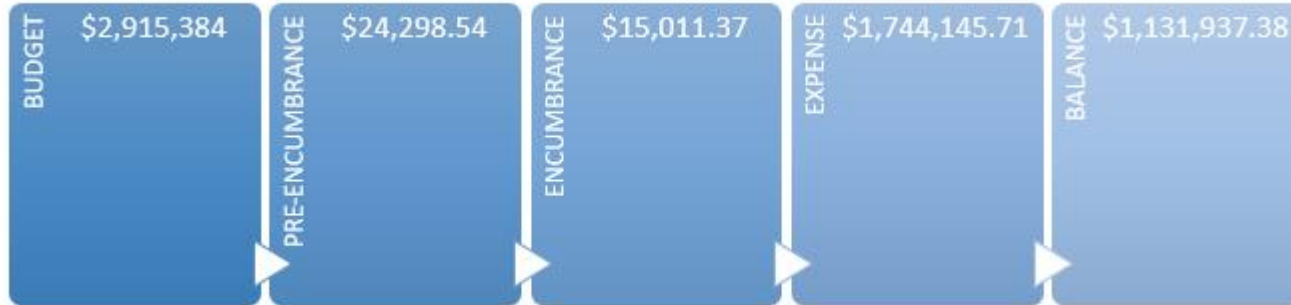




Title II - Overview and Spenddown

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 IV - Overview and Spenddown

The Rochester City School District (RCSD) uses multiple sources of information to identify needed focus areas for the District. These sources include the District Comprehensive Improvement Plan (DCIP) process that incorporates input from the Academic and Fiscal State Monitor appointed to the District by NYSED, a comprehensive needs assessment conducted with Deputy Superintendents and School Chiefs, and a data review at the District and school levels.





Federal Relief Funding Planning Overview

The three distinct streams of federal relief funding will provide significant benefit to Rochester students and districts across the nation.

Round 1 **CARES**

Coronavirus Response and Relief Supplemental Appropriations Act - Summer 2020

\$~23.4M

- The District CARES funding application has already been approved and incorporated into the adopted 2021-2022 budget.

Round 2 **CRRSA**

Coronavirus Response and Relief Supplemental Appropriations Act - Winter 2021

\$~87.5M

- Rounds 1 and 2 approved.
- Viewing now as whole vs. parts.
- Many activities have been initiated as of Fall 2021.

Round 3 **ARP**

American Rescue Plan Act - Spring 2021

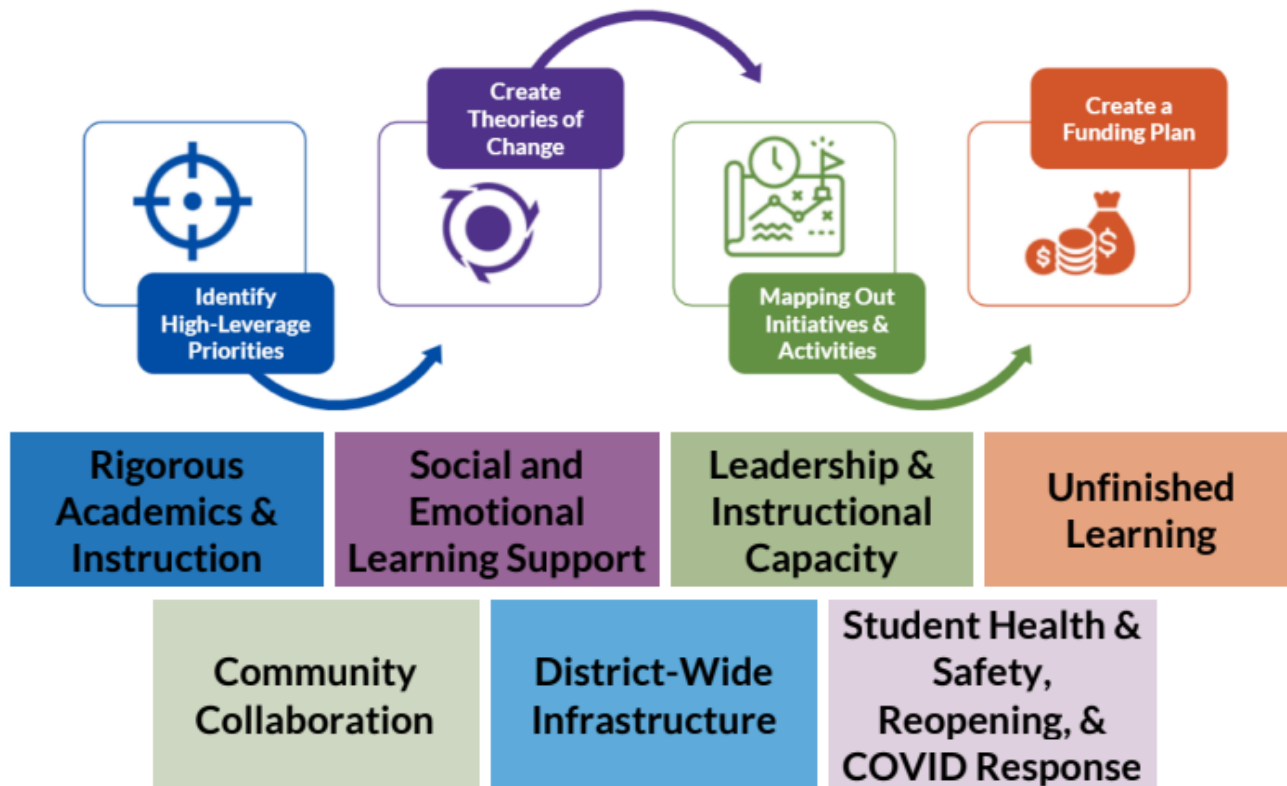
\$~197M

- Submitted on October 29.
- Final review submitted 12/23.
- NYSED formal approval on 1/13/2022.





Identification of High-Leverage Priorities





Priority 1

Relief Funds Priority	Initiative	Status (RYG)
		Red - Not Initiated
		Yellow - Initiated w/ demonstrable progress
		Green - In progress/on pace to complete
Rigorous Academic & Instruction	Supporting High Quality Learning Environments (ARP)/High-Quality Teaching and Learning for All (CRRSA)	Green
	Improving Academic Programs (ARP)	Red
	Promoting College & Career Readiness (ARP)	Yellow
	Building Staff Capacity for Student Success (ARP)	Green
	East EPO - Technical Assistance Center - Curriculum & Professional Development (ARP)	Yellow
	School Redesign and Program Diversification (ARP & CRRSA)	Green
	District Based Expanded Learning (ARP)	Yellow
	Building Freshman Academies (ARP)	Red
	Transforming Instruction (ARP)	Green
	Supporting Digital Learning (ARP)	Yellow
	Improving Learning for Students with Disabilities (ARP)	Yellow
	Supporting ENL Achievement (ARP)/Supporting English Language Learners (CRRSA)	Green
	School-Based Supports (ARP)	Yellow



Priority 2 and 3

Relief Funds Priority	Initiative	Status (RYG)
		Red - Not Initiated
		Yellow - Initiated w/ demonstrable progress
		Green - In progress/on pace to complete
Social and Emotional Learning Support	Creating a Culture of Support (ARP)	
	Supporting Equity, Inclusion, & Social Emotional Learning (ARP)	
	Supporting NorthSTAR and Responding to the Unique Needs of Students with Disabilities (ARP)	
	School-Based Supports (ARP)	
Leadership & Instructional Capacity	Establish Teacher Recruitment Pipelines (ARP)	
	"Teach Rochester" Program (ARP)	
	Staff Affinity Groups (ARP)	
	Rochester Urban Fellowship & Mentoring (ARP)	
	Recruitment & Retention Incentives for High-Need Staff (ARP)	
	Increasing Staff & Educator Effectiveness (ARP)/Investing in Staff Capacity (CRRSA)	
	Targeted Professional Learning to Schools in Accountability Status (ARP)	
	Developing Youth Leadership (ARP)	
	East EPO Technical Assistance Center - Urban Leadership Academy (ARP)	
	School-Based Supports (ARP)	



Priority 4, 5 and 6

Relief Funds Priority	Initiative	Status (RYG)
		Red - Not Initiated
		Yellow - Initiated w/ demonstrable progress
		Green - In progress/on pace to complete
Unfinished Learning	Expanded Learning Before and After School (ARP)	Yellow
	Expanded Summer Programming (ARP)	Green
	Supporting Students with Disabilities to Improve Academic Performance (ARP)	Yellow
	School-Based Supports (ARP)	Yellow
Community Collaboration	Community School Implementation (ARP)	Red
	Parent Engagement (ARP)	Red
	Engaging Multilingual Families (ARP)	Red
	Partnering with Communities (ARP)	Red
	Participatory Budgeting (ARP)	Green
	School-Based Supports (ARP)	Yellow
District Wide Infrastructure	Effective Use of Federal Funds (ARP)	Green
	District Infrastructure Improvements (ARP & CRRSA)	Yellow
	Achieving and Maintaining Digital Equity (ARP)	Yellow
	Oracle Enterprise Resource Planning Upgrade (CRRSA)	Green
	School-Based Supports (ARP)	Yellow

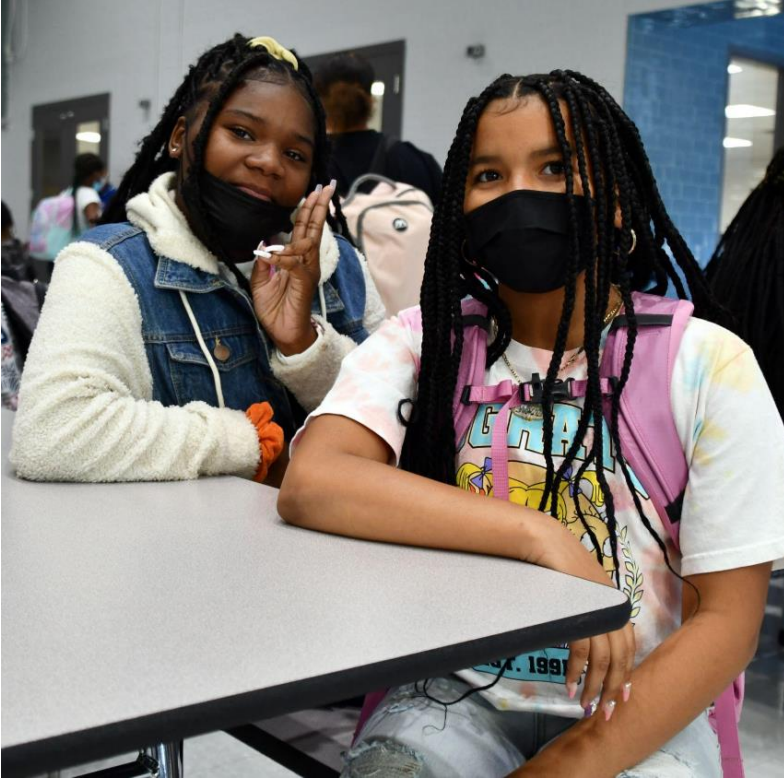


Priority 7 - Safe & Healthy Reopening of Schools

Relief Funds Priority	Initiative	Status (RYG)
		Red - Not Initiated
		Yellow - Initiated w/ demonstrable progress
		Green - In progress/on pace to complete
Safe & Healthy Reopening of Schools	Student Health & Safety (Reopening & COVID Response) (ARP & CRRSA)	Yellow
	School-Based Supports (ARP)	Red



CRRSA Highlights



- Direct COVID-Relief Supports to Schools
- Oracle Replacement



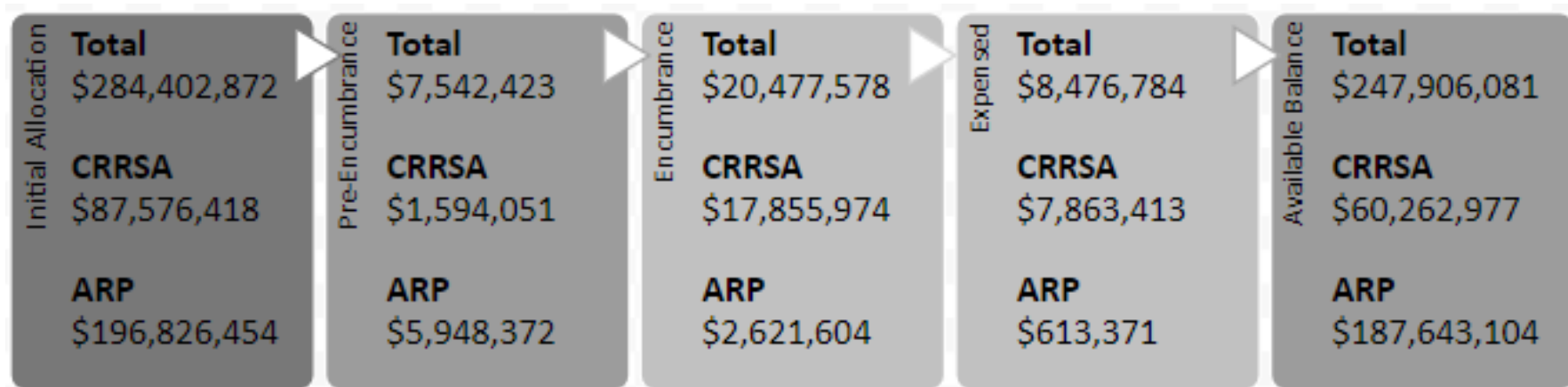
ARP Highlights



- Supplemental Academic and Social-Emotional Programming
 - Summer 2022
 - OST for 2022-23
- Participatory Budgeting
- School-Based Allocations



Overall Fiscal Progress



Please note that each Overall Fiscal Progress section in the remainder of this document is not inclusive of Indirect Costs and Employee Benefits.



Program Evaluation



Title I - Research and Evaluation

Title I: Contracted Services

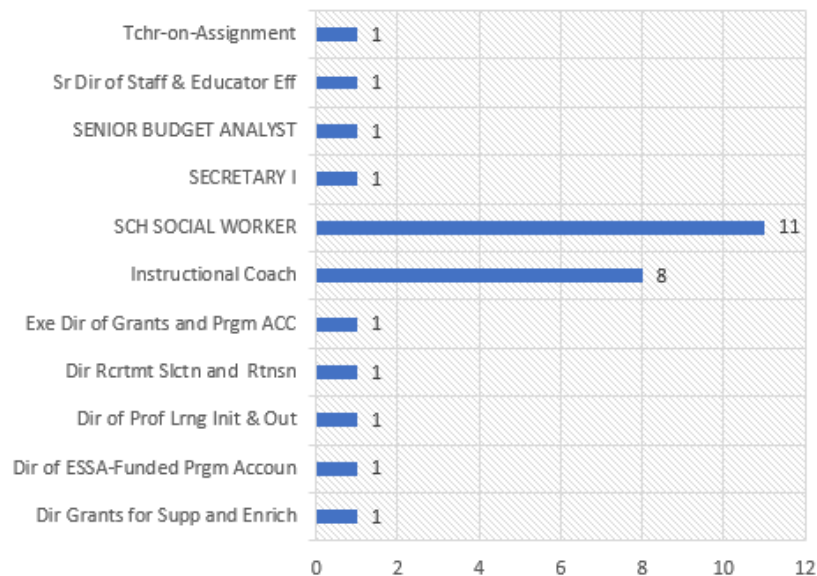
- Hillside Work Scholarship Program
 - One full year of enrollment in the Hillside Work Scholarship Program is associated with a 4.34% increase in student attendance
 - One full year of enrollment in the Hillside Work Scholarship Program is associated with .47 additional credits accumulated in that year
 - One full year of enrollment in the Hillside Work Scholarship Program is not associated with a statistically significant increase in regents exams passed.
- Center for Youth - Help Zone
 - Students who visited the Help Zone were slightly less likely to have an incident than their virtual twin.
 - The behaviors of students who visited the Help Zone did not escalate in the ten days after visiting, which may be a testament to the behavioral mitigation strategies that the Help Zone employs.



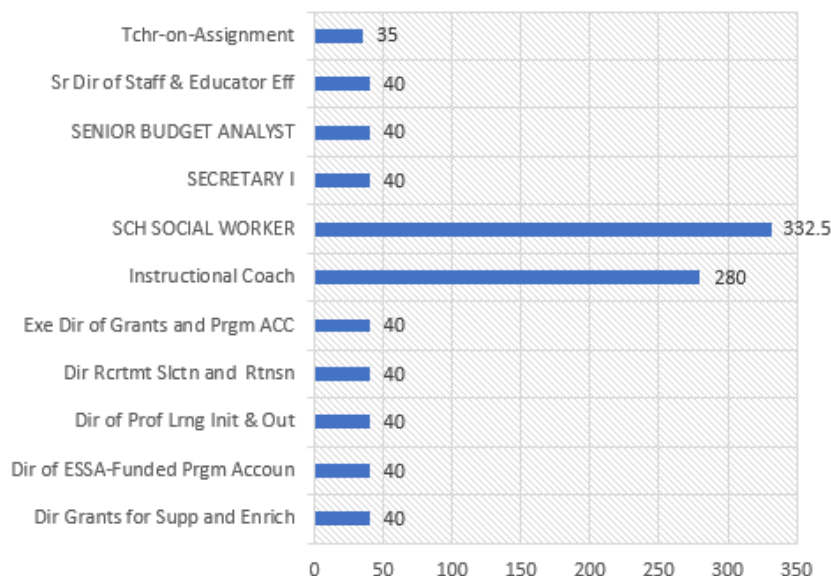
Title II - Research and Evaluation Highlights

- Positions funded in Title II

Count of Title II Funded Filled Positions
District-Wide



Total Avg Weekly Hrs Worked By Position
Funded In Title II

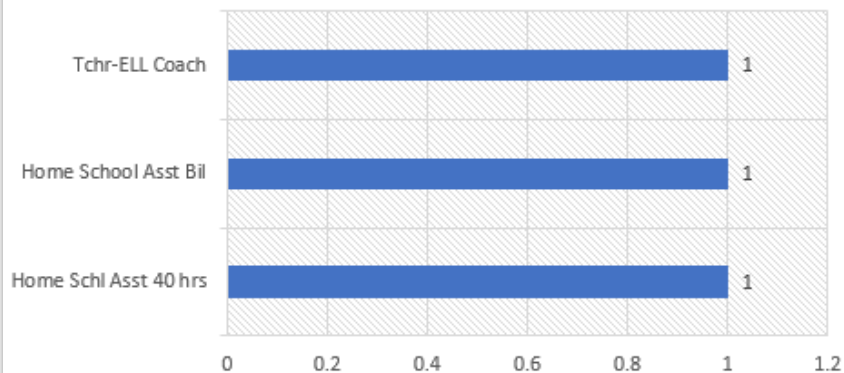




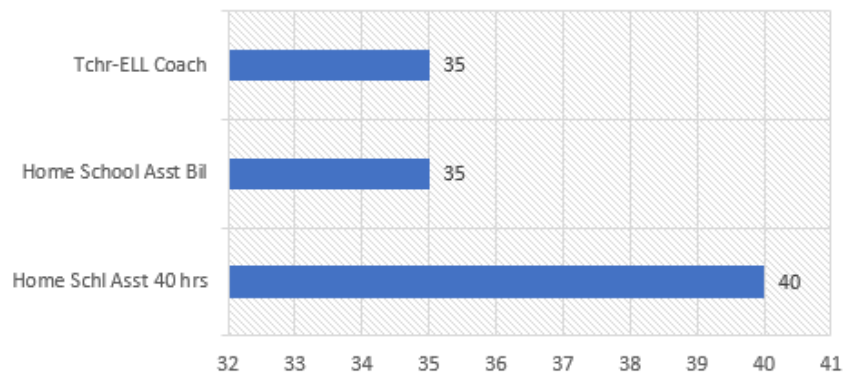
Title III - Research and Evaluation Highlights

- Positions funded in Title III

Count of Title III Funded Positions District Wide



Total Avg Weekly Hrs Worked By Position Funded In Title III





Title IV - Research and Evaluation Highlights

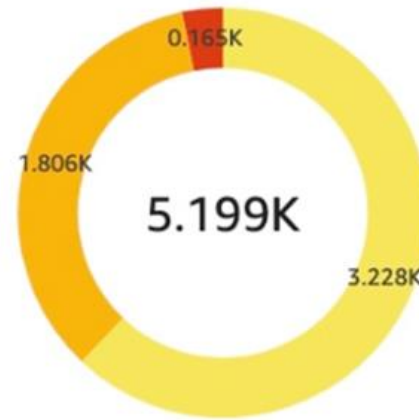
- Interdepartmental collaboration on the RCSD 3-yr Professional Development Plan
- Community representation on all RCSD Strategic Plan Task Force teams
- Interdepartmental collaboration on i-Ready professional learning and guidance documents
- Interdepartmental collaboration on disaggregated i-Ready data
- Interdepartmental collaboration on Student Voice Surveys
- *Every Anti-racism: Getting Real About Race in Schools*, Teacher led book study
- Professional Learning Opportunities for: Teachers, Principals, Mentors, School Teams, Student Support Staff
- Equity infusion into monthly ELA and Math Leadership Teams' professional learning



Title IV - Research and Evaluation Highlights

- Gaggle helped to identify over 5,199 online incidents as of 2/16/2022, the graph below shows the severity of the incidents identified.

Total Incidents



Group By: Warning Type

PSS = Possible Student Situation (Critical)

Violations QCON PSS

QCON = Questionable Content Alert



CRRSA - Research and Evaluation Highlights

- 18 (of 52) COVID aide staff have been hired.

	Rochester City SD	Buffalo City SD	Yonkers City SD
Total Students	23,547	31,312	25,932
Total Teachers	2,719	3,388	1,771
Total Staff	1,640	1,895	1,517
Total People in Schools	27,906	36,595	29,220
Total Positive COVID Cases Since 9/1/2021	3,828	4,697	2,912
Total COVID Tests Administered Since 9/1/2021	34,739	38,861	38,264
Positive Tests since 9/1/2021 by Total People in Schools	0.14	0.13	0.10
COVID Tests Administered since 9/1/2021 by Total People in Schools	1.24	1.06	1.31
	Rochester City SD	Buffalo City SD	Yonkers City SD
Positive Covid Tests between 3/11/2022 and 3/24/2022	34	24	14
COVID Tests Administered between 3/11/2022 and 3/24/2022	1815	1218	1247
Positive Test Rate between 3/11/2022 and 3/24/2022	0.019	0.020	0.011
COVID Tests Administered Rate between 3/11/2022 and 3/24/2022	0.07	0.03	0.04

	Rochester City SD	Buffalo City SD	Yonkers City SD
Positive Test Rate Rank Between Districts Since 9/1/2021	Worst	Medium	Best
Positive Test Rate Rank Between Districts Between 3/11/2022 and 3/24/2022	Medium	Worst	Best
	Rochester City SD	Buffalo City SD	Yonkers City SD
COVID Test Administereds Rank Between Districts Since 9/1/2021	Medium	Worst	Best
COVID Tests Administered Rate Rank Between Districts Between 3/11/2022 and 3/24/2022	Best	Worst	Medium



CRRSA - Research and Evaluation Highlights

- 40 (of 52) building teacher substitutes have been hired.

Reasons	Staff Days Missed Total		
	9/1/2019 - 3/28/2020	9/1/2020 - 3/28/2021	9/1/2021-3/28/2022
Employee Illness + Family Illness	16181	5809	19657
Quarantine + Covid Vaccine	N/A	271	1259
	Staff Days Missed Total		
	3/28/2020	3/28/2021	3/28/2022
Employee Illness + Family Illness + Quarantine + Covid Vaccine	16,181	6,080	20,916





ARP - Research and Evaluation Highlights

- Substitute teachers to provide direct instruction to students targeting student need – School 15. The average daily number of substitute teachers needed at School 15 between 3/25/22 and 3/31/22 was 2.8 substitutes. The hiring of a substitute teacher through ARP should **decrease the need for daily substitutes by 36%**.
- 0.4 FTE Teacher on Assignment to provide academic services to students – School 52. With the hiring of this teacher on assignment, the **total hours offered** by teachers on assignment at School 52 increased **9%**.
- Custodial Assistant Hourly Pay: Support delivery of Saturday classes – School Without Walls. By hiring this Custodial Assistant at School Without Walls, the number of such **positions at the site has doubled**.
- One 0.5 FTE Teacher on Assignment (TOA) to develop, implement and provide job embedded professional development for utilization of data review cycles across the content areas – School 25. By hiring this teacher on assignment at School 25, the **daily hourly offerings** of teachers on assignment was **increased 20%**.

*Expenditures charged to ARP have not reached an optimal point for research and evaluation. The following items aims to add context to the expenditures that were processed through ARP as of March 31, 2022. See the full [Quarterly Report](#) for more details.



Stakeholder Engagement

- ARP Website - <https://www.rcsdk12.org/relieffunding>
- State and Federal Funded Programs website currently under construction
- State and Federal Funded Programs Committee of Stakeholders - Summer Session
- Executive School-Based Planning Team/School-Based Planning Teams

Questions?
Comments?
Suggestions?

