



ROCHESTER CITY SCHOOL DISTRICT

SEPTEMBER 2022

ESSA FUNDED PROGRAMS

2022-2023

QUARTER 1 REPORT

OFFICE OF GRANTS AND
PROGRAM ACCOUNTABILITY

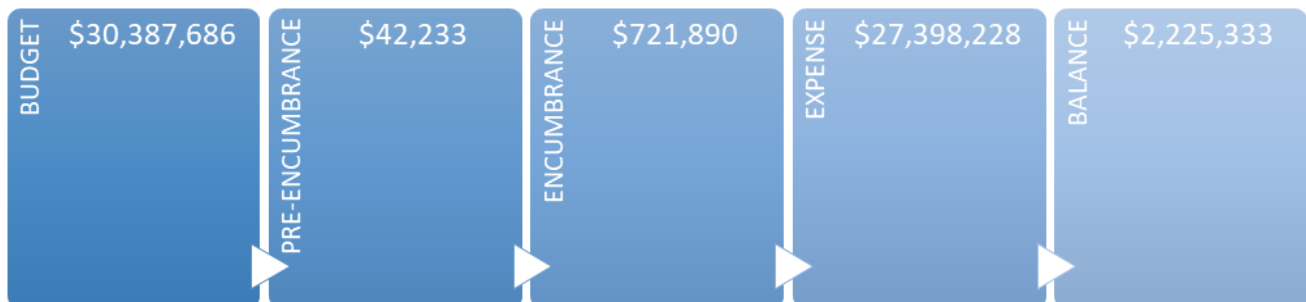
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Title I, Part A – Improving Basic Programs Operated by LEAs

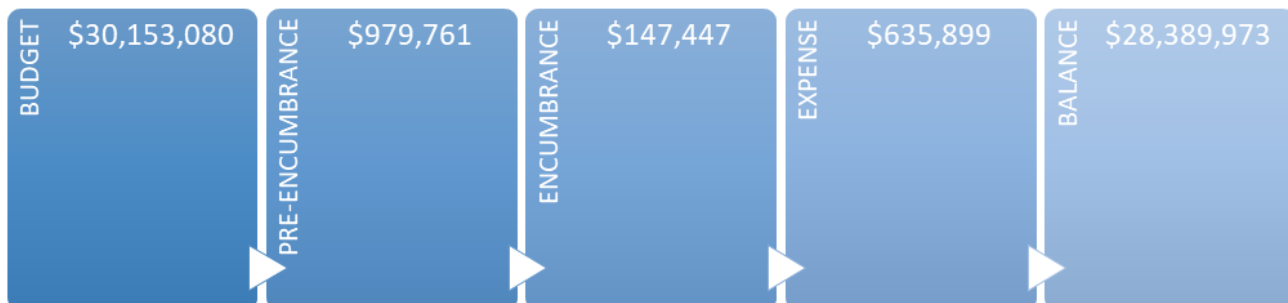
Under ESSA, Title I, Part A provides funds to local educational agencies (LEAs) for the purpose of providing all children an opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps among groups of students. The Rochester City School District was allocated \$26,389,952 to support Title I activities for the 2021-2022 school year and \$3,997,734 in funds carried over from 2020-2021 resulting in a total of \$30,387,686. The 2022-2023 Title I, Part A allocation for the Rochester City School District increased to a total of \$30,153,080 not including carryover. 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 Fiscal Overview (2021-2022)

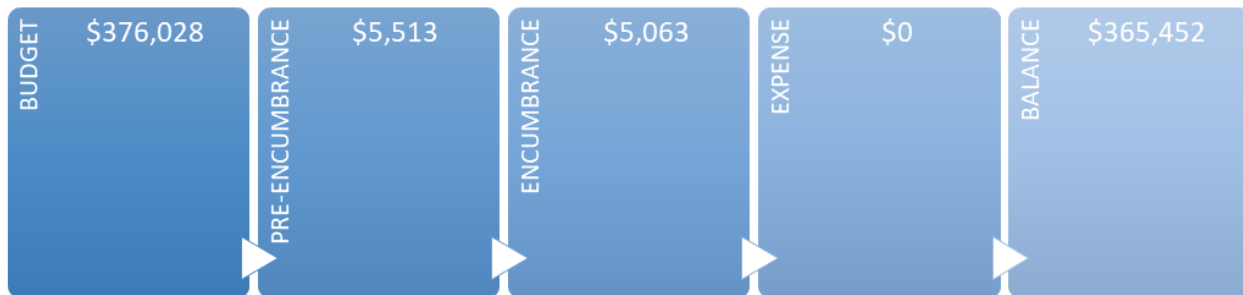


Title I, Part A Overall Fiscal Progress (2022-2023)



Parent and Family Engagement (~\$375K or ~1%)

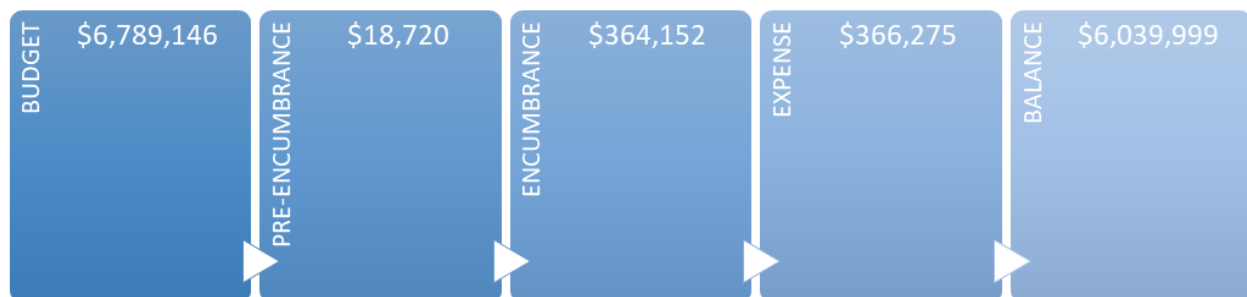
It is required that at least 1% of the Title I, Part A allocation is reserved to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. Schools are currently working with parents to develop plans.



School Improvement Reserve (~\$6.7M 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

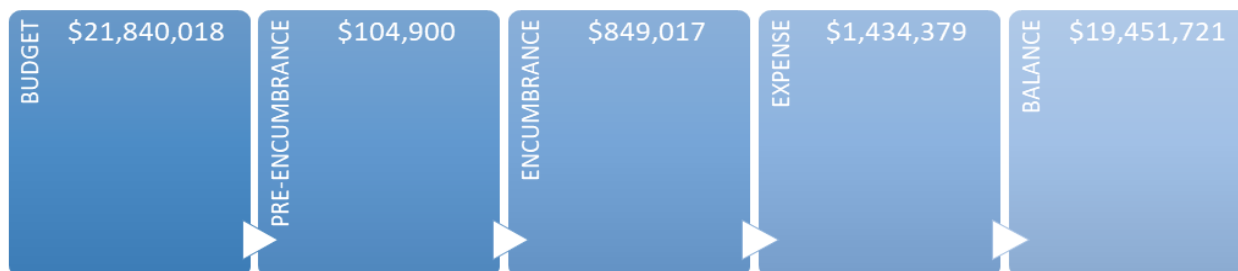


Rank and Serve (~\$21.8 M or ~66%)

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



Title I, Part A - Critical Next Steps

Parent and Family Engagement

- Development of Parent and Family Engagement Plans

School Improvement

- Continued training and planning for the implementation of AVID
- SAMs Innovation Conference for CSI and CSI-R School Leaders

Rank and Serve

- Provision of Intervention Supports
 - Formal linkage of all Intervention-Prevention Teachers to student groups is underway

Budget Development for 2023-24

- Process development for apportioning Rank and Serve and School Improvement dollars according to school data profiles

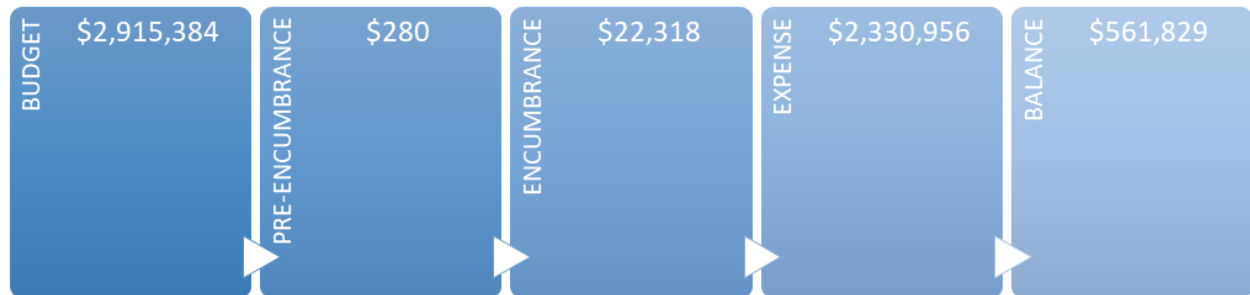
Title II, Part A – Supporting Effective Instruction

Under ESSA, the Title II, Part A provides funds to all NYS local education agencies (LEAs) for the purposes of:

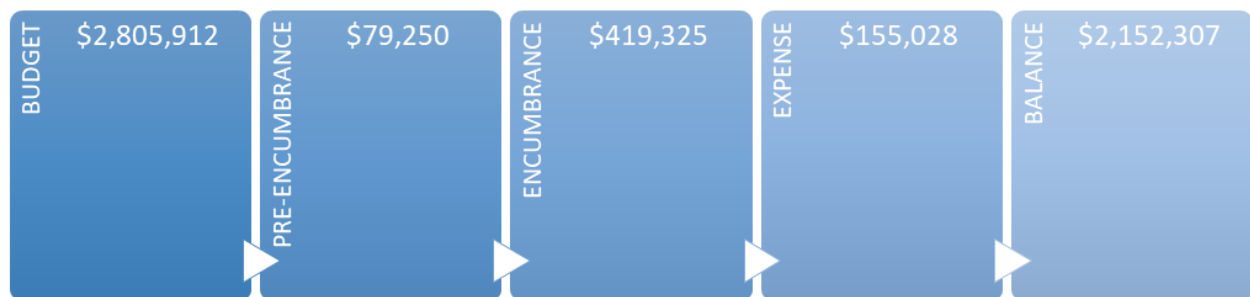
- Increasing student achievement consistent with NYS academic standards;
- Improving the quality and effectiveness of teachers, principals, and other school leaders;

- 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 Fiscal Overview (2021-2022)



Title II, Part A Overall Fiscal Progress (2022-2023)



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

- District wide training for major initiative programs such as LETRS, iReady in collaboration with Teaching and Learning
- Initiate 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

- 3.0 FTE Recruiters were added to assist with the development of applicant pool and forming of key relationships to increase the hiring of Special Education certified teachers and other shortage areas.
- Additional measures will include leveraging technological capacity allowing for virtual recruitment events and interviewing to increase availability of staff and facilitate the hiring process.

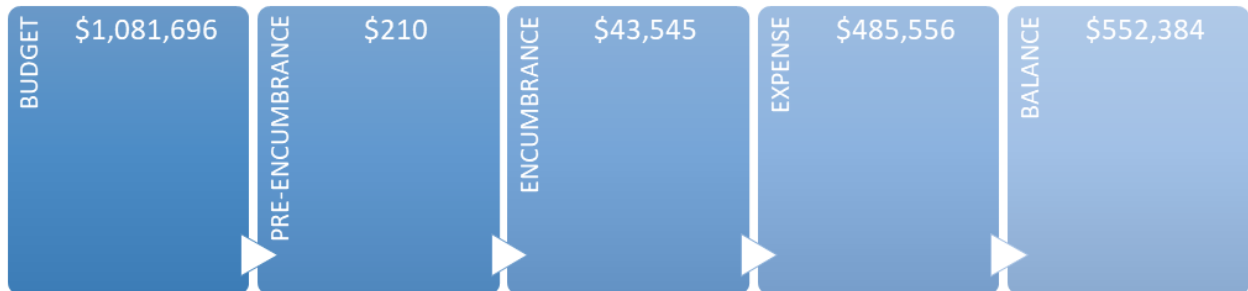
Title III – Language Instruction for English Language Learners and Immigrant Students

In 2021-2022, the Rochester City School District (RCSD) served 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%).

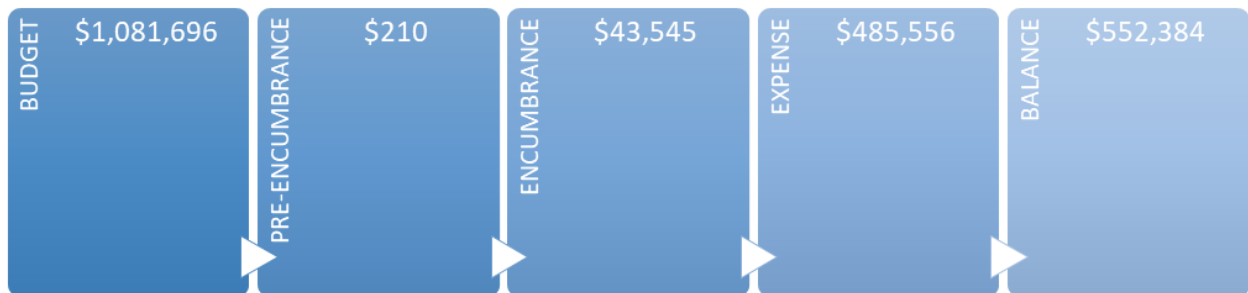
The District’s Department of Multilingual Education (DOME) uses RCSD’s Strategic Plan and CR Part 154 Corrective Action Plan to guide its work. The first priority of the District’s Strategic Plan

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.

Title III Fiscal Overview (2021-2022)



Title III Overall Fiscal Progress (2022-2023)



Title III - Critical Next Steps

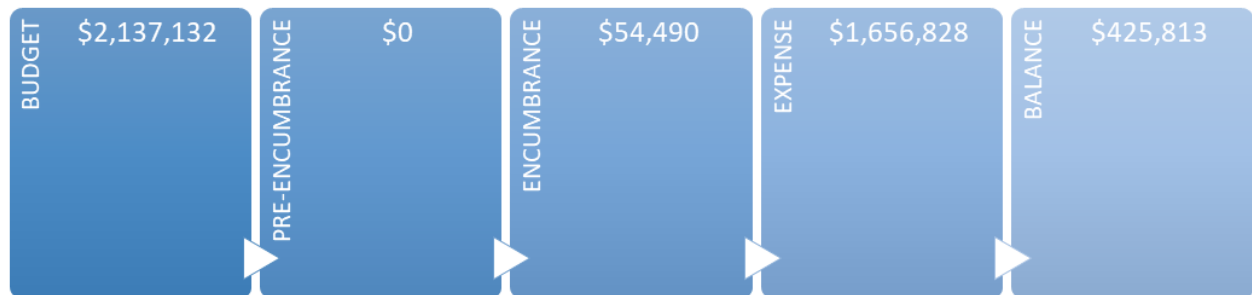
- Professional Development offerings for teachers and leadership teams
- Parent and Family outreach events
- Filling vacancies

Title IV, Part A – Student Support and Academic Enrichment

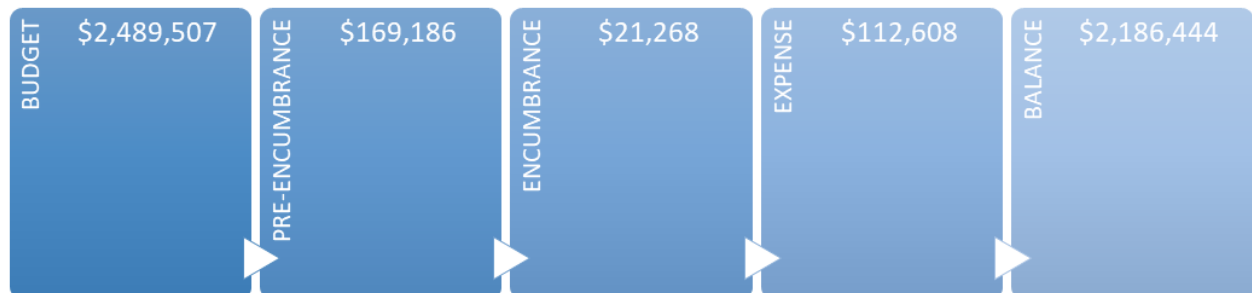
The Rochester City School District (RCSD) uses multiple sources of information to identify needed focus areas for the District. These sources include the District Improvement Plan process that incorporates input from the Academic and Fiscal State Monitor appointed to the District by NYSED, The State 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 Fiscal Overview (2021-2022)



Title IV Overall Fiscal Progress (2022-2023)



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
- Playworks Contract
- 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

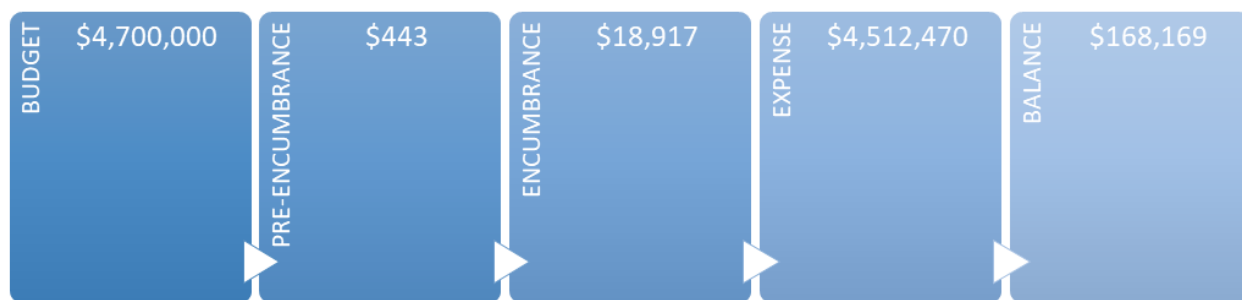
Critical Next Steps

- Monitoring of Gaggle to support safe, effective and appropriate use of devices.
- Ensure equitable access to high quality curriculum.

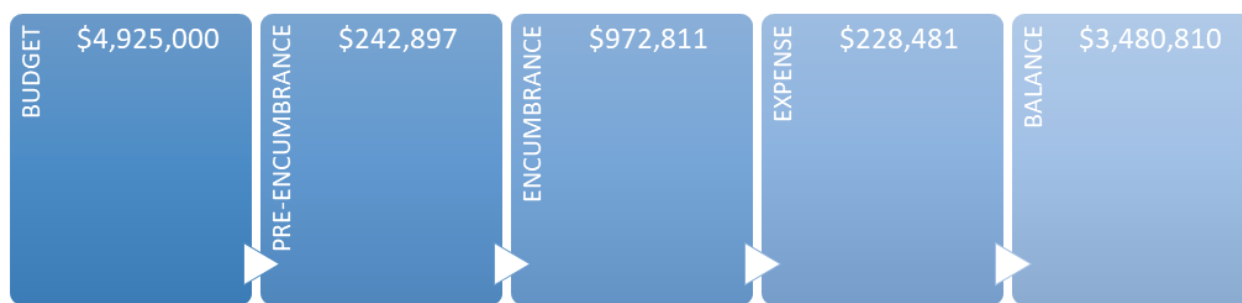
Title I, School Improvement 1003 Basic

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 12 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic \$4,925,000.

1003 Basic Fiscal Overview (2021-2022)



1003 Basic Overall Fiscal Progress (2022-2023)



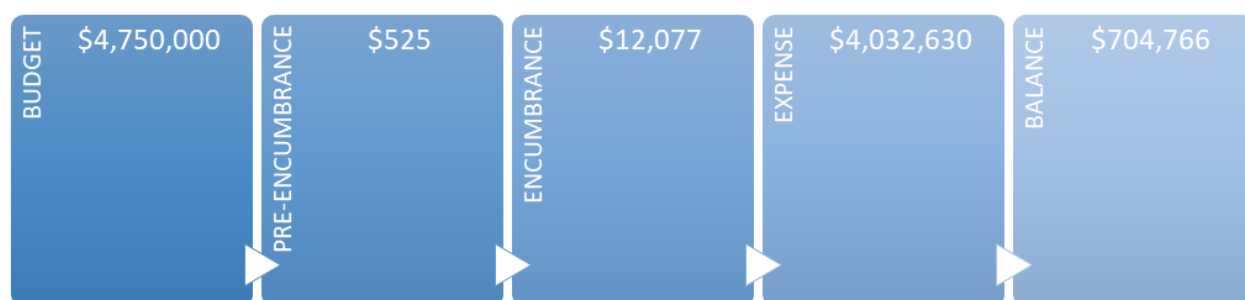
Critical Next Steps

- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.

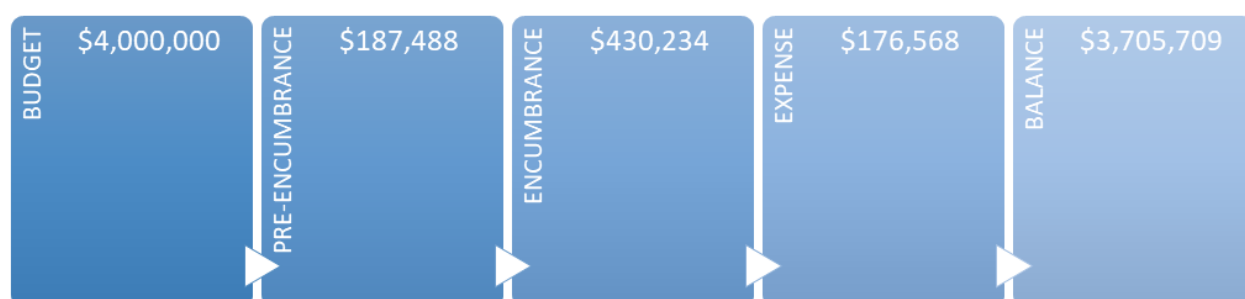
Title I, School Improvement 1003 Targeted

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 (2021-2022)



1003 Targeted Overall Fiscal Progress (2022-2023)



Critical Next Steps

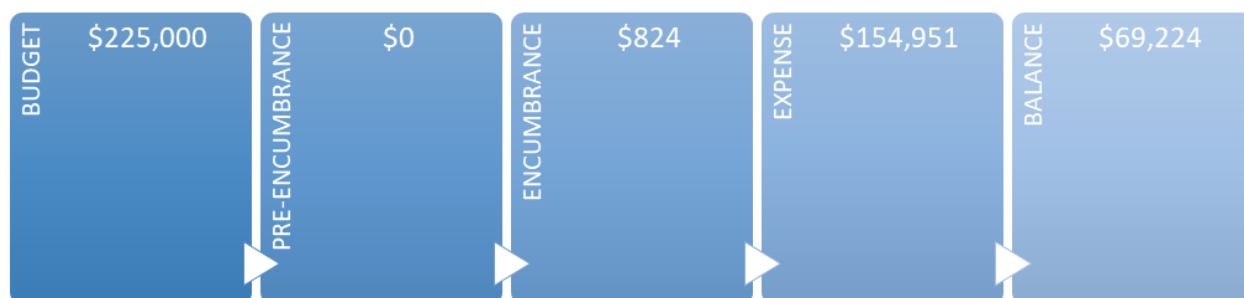
- Building leaders have outlined next steps on implementation timelines and will continue to work with the Grants Department to access funds.

Title I, School Improvement 1003 High School Redesign

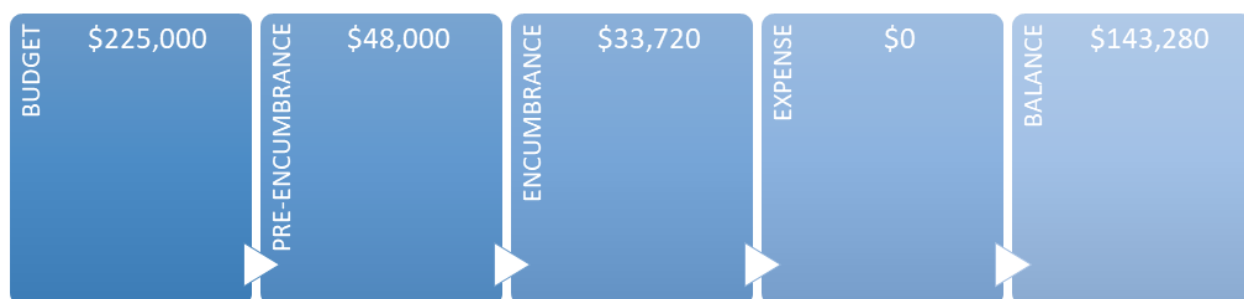
Title I, School Improvement 1003 High School Redesign is available to non-Receiverhip CSI schools. Currently, Franklin Upper School is the only RCSD school participating in the grant. The total allocation for the 2022-2023 school year is \$225,000 to support a theory of action identified by the School 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 9 th 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 9 th 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 9 th 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 Fiscal Overview (2021-2022)



1003 HSRD Overall Fiscal Progress (2022-2023)



Critical Next Steps

- Implementation of credit recovery programming
- Development of relationship building activities

Research and Evaluation for ESSA Funded Programs

The Rochester City School District provides expanded learning opportunities for students during the summer months (July - August). As part of Federal Relief and Title funding, expanded learning received additional opportunities to expand summer offerings and reach more RCSD students through a variety of summer programs which were branded as Summer of Discovery for 2022.

- On average there were 2.24 individual class enrollments per high school student that attended at least one day of summer school at RCSD (specific to in person classes)
- 1869 credits accumulated in the summer of 2022 (specific to in person classes)
- 2916 in-person course enrollments in the summer of 2022 (specific to in person classes)
- 1301 unique students (specific to in person classes)
- 10th graders had the largest share of summer class enrollments of any high school grade level (specific to in person classes)

- 79.35% of all students that registered for a summer program attended at least one day of that program (across all summer programs)
- The attendance rate for summer programs was 62.74% (across all summer programs)
- In the summer of 2022 there were 2381.5 credits accumulated by students enrolled in summer programs (both in person and online classes)
- The plurality of classes was delivered online
- The most common letter grade received by students in RCSD summer programs was “F” (both in person and online classes)
- The 2020 cohort earned the most credits and the 2019 cohort had the highest number of individual enrollments (both in person and online programs included)
- 40.92% (248 students) of students that were “off track to graduate” based on credit accumulation in June of 2022 were considered “on track to graduate” based solely on their credit accumulation relative to their grade levels after the summer of 2022

Figure 1 shows student registration, the number of students who attended at least one day and associated percent of those registered that attended by school site. *Note: There are three Summer of Discovery sites that did not report registration or attendance, and are not included in the analysis.

Figure 1.

Summer Program	Number of Students Registered	Number of Students Attended at Least 1 Day	Percent of Students Registered that Attended at Least 1 Day
Online Course	668	N/A	N/A
Commencement Centralized Grades 9-10	398	356	89.45%
Commencement Centralized Grades 11-12	315	267	84.76%
Summer School at Edison	305	266	87.21%
Summer School at Franklin Upper	248	211	85.08%
Summer School at Monroe	163	146	89.57%
Summer School at East	142	109	76.76%
Summer School at Rochester Early College	211	120	56.87%
Summer School at All City HS	143	110	76.92%
Summer School at SWW	38	17	44.74%
5098 - Ext Sch Year at RCSD	508	370	72.83%
ROC Summer Arts	451	365	80.93%
Summer Sports Camps	328	240	73.17%
YMCA - PowerScholars	222	205	92.34%
Summer School at #28	169	130	76.92%
Summer School at #33	148	114	77.03%
Summer School at #10	127	114	89.76%
Community - GROWS	123	114	92.68%
Summer School at #16	129	106	82.17%
Summer Career and Technical Education	114	96	84.21%
Community - Quad A	108	94	87.04%
Summer School at #45	153	94	61.44%
Summer School at Wilson Foundation	96	91	94.79%
Summer School at East Lower	140	87	62.14%
Summer School at SOTA	104	84	80.77%
Summer School at #19	104	81	77.88%
Summer School at 58	122	81	66.39%
Community - 3D	73	60	82.19%
Summer Language Academy	67	59	88.06%
Community - Warner	57	56	98.25%
Summer School at #7	79	56	70.89%
Community - FutureReady	65	47	72.31%
Summer School at RISE	53	39	73.58%
Community - Agape	53	35	66.04%
Community - MBK	30	27	90.00%
Summer School at Franklin Lower	45	21	46.67%

The attendance rate that includes students enrolled at all 35 applicable summer sites for the summer of 2022 was 62.74%. The attendance rates vary greatly by program, which is why the site-specific attendance data is disaggregated by summer site in Figure 2.

Figure 2.

Summer Program	Total Days Attended	Total Days Absent	Total Days	Attendance Percentage
<i>Online Course</i>	N/A	N/A	N/A	N/A
<i>Commencement Centralized Grades 9-10</i>	7513	2191	9704	77.42%
<i>Commencement Centralized Grades 11-12</i>	5011	2800	7811	64.15%
<i>Summer School at Edison</i>	4525	3282	7807	57.96%
<i>Summer School at Franklin Upper</i>	3979	3095	7074	56.25%
<i>Summer School at Monroe</i>	2272	2403	4675	48.60%
<i>Summer School at East</i>	1757	1627	3384	51.92%
<i>Summer School at Rochester Early College</i>	1805	2566	4371	41.29%
<i>Summer School at All City HS</i>	1525	2039	3564	42.79%
<i>Summer School at SWW</i>	145	266	411	35.28%
<i>5098 - Ext Sch Year at RCSD</i>	7843	4585	12428	63.11%
<i>ROC Summer Arts</i>	5205	2450	7655	67.99%
<i>Summer Sports Camps</i>	2032	2425	4457	45.59%
<i>YMCA - PowerScholars</i>	4175	1177	5352	78.01%
<i>Summer School at #28</i>	1920	742	2662	72.13%
<i>Summer School at #33</i>	1661	877	2538	65.45%
<i>Summer School at #10</i>	1634	578	2212	73.87%
<i>Community - GROWS</i>	2008	348	2356	85.23%
<i>Summer School at #16</i>	1420	586	2006	70.79%
<i>Summer Career and Technical Education</i>	1242	637	1879	66.10%
<i>Community - Quad A</i>	1519	318	1837	82.69%
<i>Summer School at #45</i>	1228	1231	2459	49.94%
<i>Summer School at Wilson Foundation</i>	1319	532	1851	71.26%
<i>Summer School at East Lower</i>	1053	1565	2618	40.22%
<i>Summer School at SOTA</i>	1289	454	1743	73.95%
<i>Summer School at #19</i>	1143	719	1862	61.39%
<i>Summer School at 58</i>	916	1073	1989	46.05%
<i>Community - 3D</i>	1041	220	1261	82.55%
<i>Summer Language Academy</i>	758	438	1196	63.38%
<i>Community - Warner</i>	1027	63	1090	94.22%
<i>Summer School at #7</i>	367	340	707	51.91%
<i>Community - FutureReady</i>	517	55	572	90.38%
<i>Summer School at RISE</i>	523	415	938	55.76%
<i>Community - Agape</i>	948	296	1244	76.21%
<i>Community - MBK</i>	384	120	504	76.19%
<i>Summer School at Franklin Lower</i>	96	127	223	43.05%

Over the summer of 2022, there were 2381.5 credits accumulated (*Figure 3*) by students enrolled in summer programs.

Figure 3.

Summer Program	Credits Accumulated
<i>Online Course</i>	511
<i>Commencement Centralized Grades 9-10</i>	493.5
<i>Commencement Centralized Grades 11-12</i>	433.5
<i>Summer School at Edison</i>	340
<i>Summer School at Franklin Upper</i>	249
<i>Summer School at Monroe</i>	132.5
<i>Summer School at East</i>	111
<i>Summer School at Rochester Early College</i>	76
<i>Summer School at All City HS</i>	28.5

Figure 4 below shows a summary of the statistical analysis performed on In-person High School students.

Figure 4.

Group 1	Group 2	Percent of In-Person Classes Taken That Resulted in Credits	Average Percentage Grade on In-Person Classes
Male	Female	Significant Difference - Female Students Performed Better	Significant Difference - Female Students Performed Better
Black	White	No Difference	No Difference
Hispanic	White	No Difference	No Difference
No LEP	LEP	Significant Difference - No LEP Students Performed Better	Significant Difference - No LEP Students Performed Better
Non-SPE D	SPED	Significant Difference - Non-SPED Students Performed Better	Significant Difference - Non-SPED Students Performed Better

The Summer of Discover Feedback survey provided RCSD staff (teachers, site principals, support staff, etc.), students and families the opportunity to share their participation experience with Summer of Discovery 2022 and inform programming for 2023 and beyond. Figure 5 is a

snapshot of the number of potential survey participants and communication timeline that was allotted for this survey.

Figure 5.

Role at Summer of Discovery	Number of Participants (to receive Survey)	Date of Survey Communication	Date Survey Close
RCSD Staff (all)	696	8.2.22	8.12.22
RCSD Students (Gr. 6-12)	2,371	8.2.22	8.12.22
RCSD Parents/Families (Gr. K-12)	4,591	8.2.22	8.12.22
Total	7,658	8.2.22	8.12.22

Figure 6 below shows survey responses from teachers, students, parents and principals/ assistant principals which detail their relative enjoyment of their summer experiences.

Figure 6.

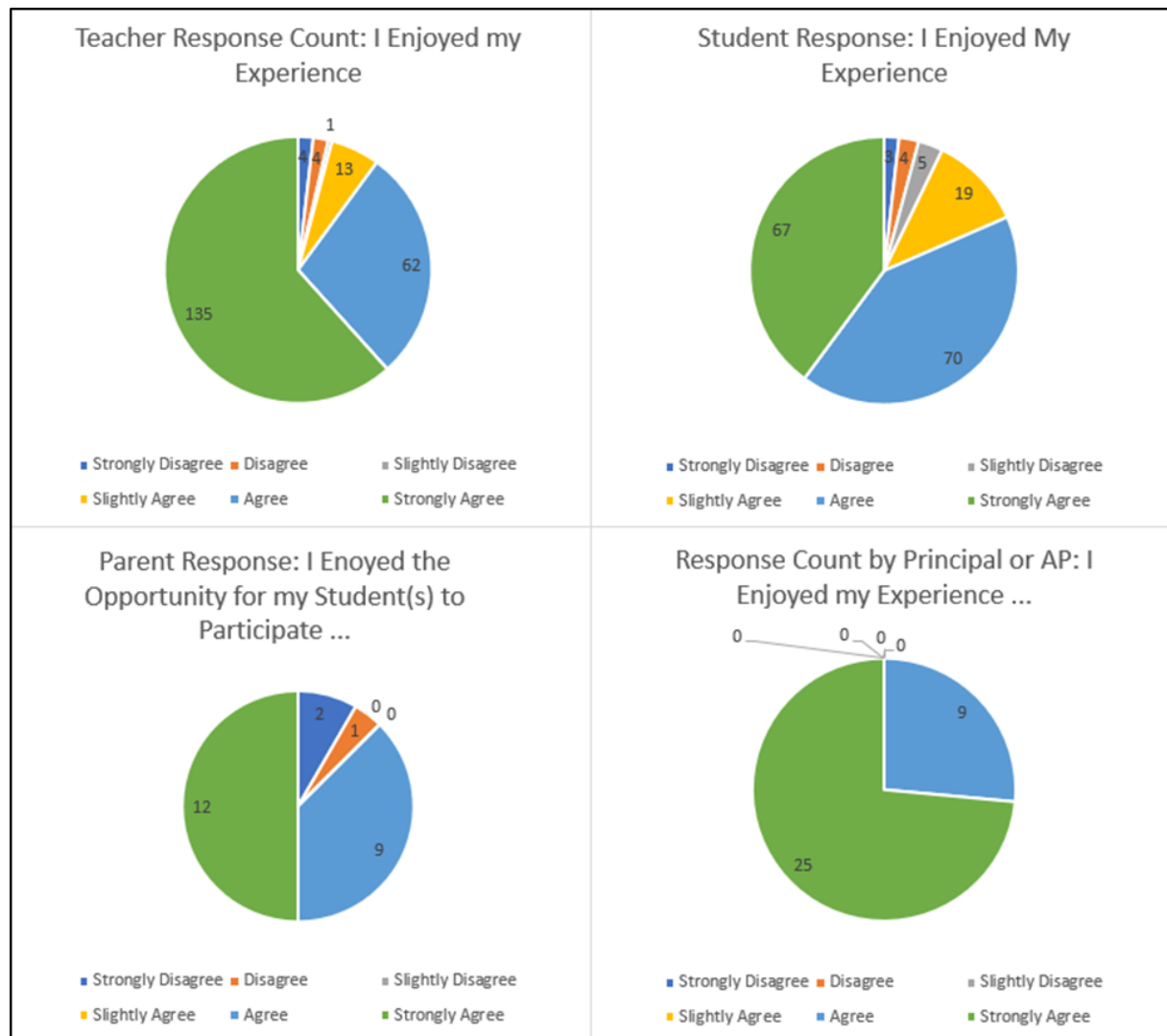


Figure 7 below shows survey responses from teachers, students, parents and principals/ assistant principals which indicate their willingness to participate next summer.

Figure 7.

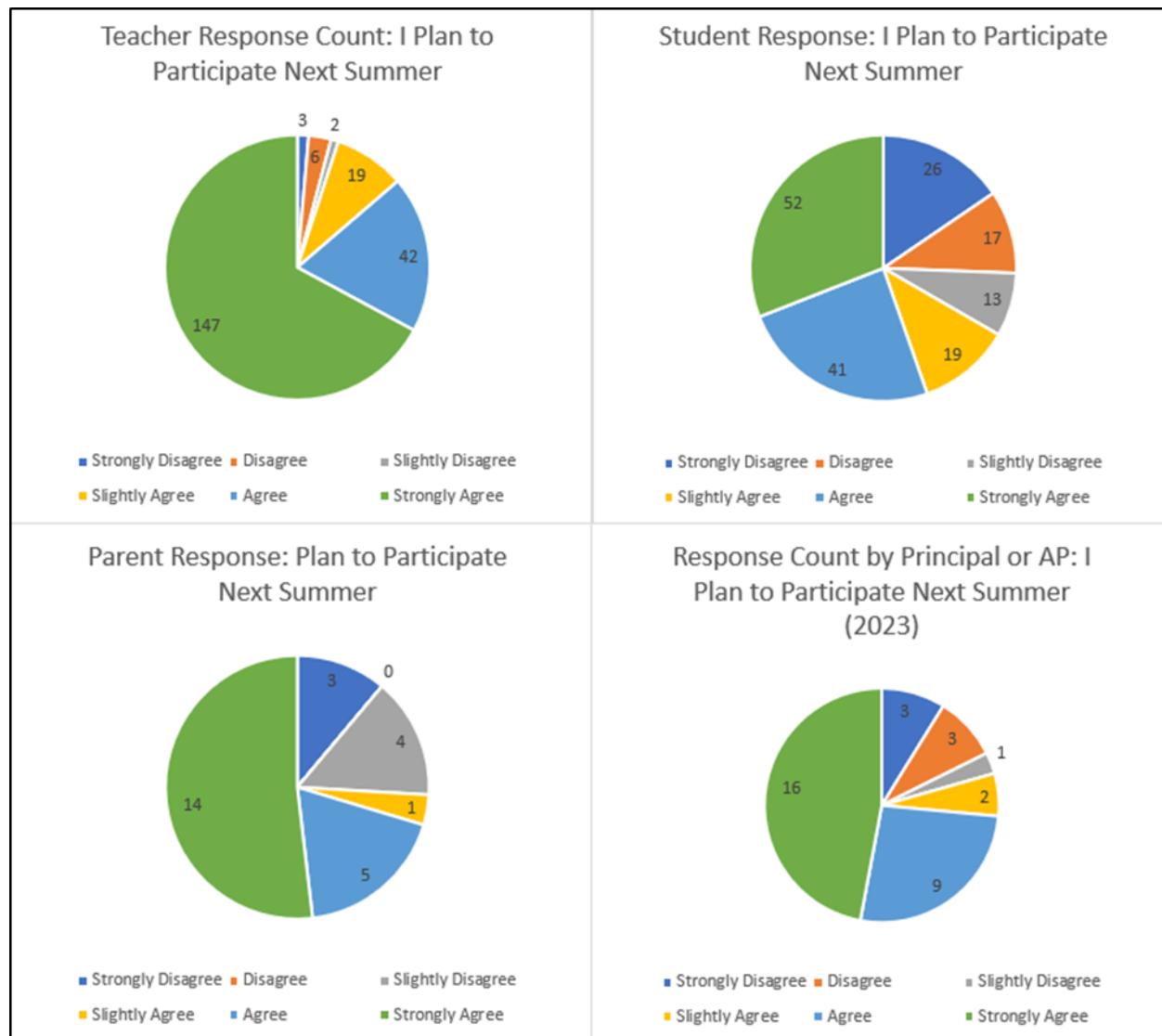


Figure 8 below shows survey responses from teachers, students, principals/ assistant principals and support staff which indicate if this summer helped them feel prepared for the 22-23 school year.

Figure 8.

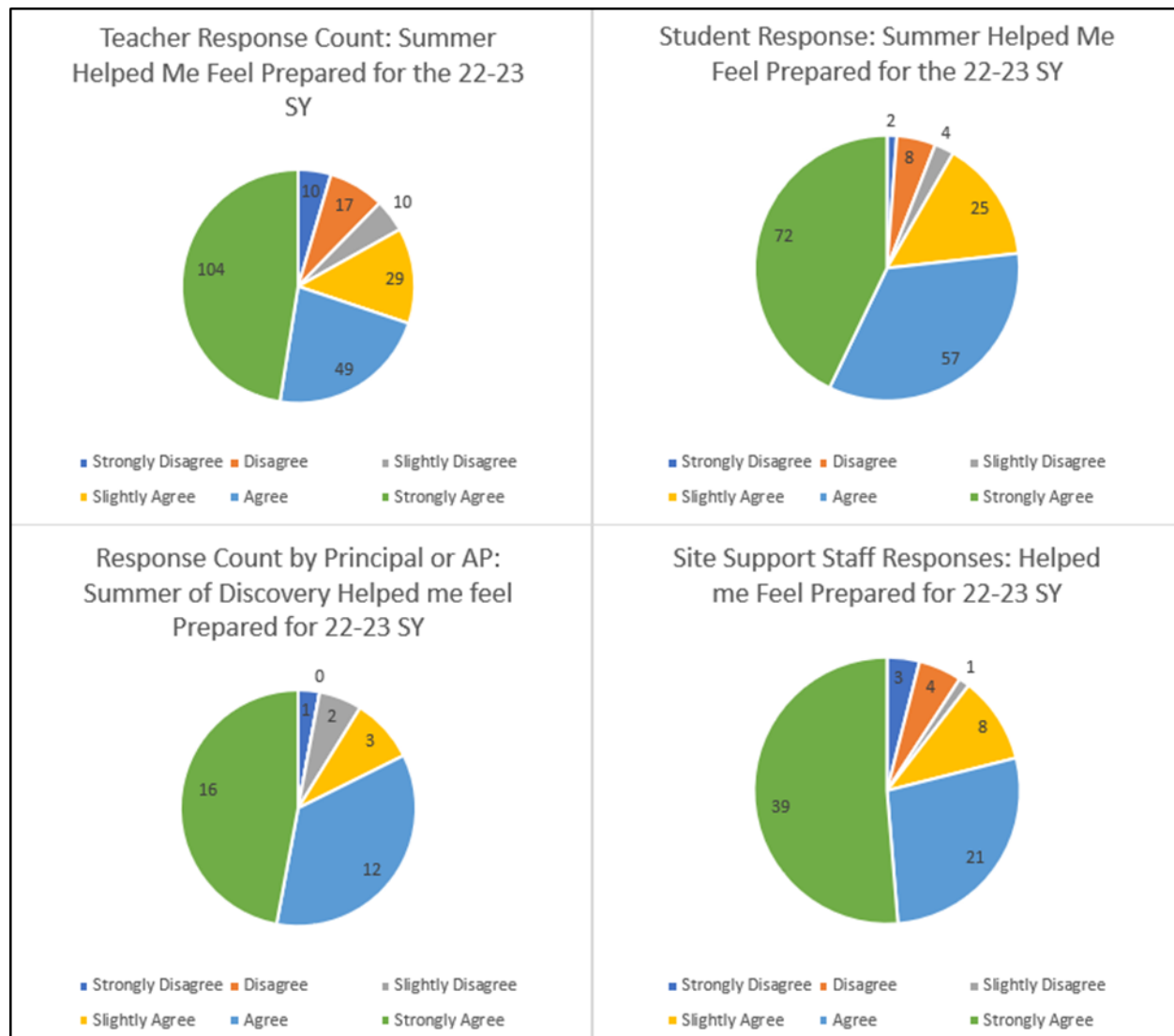


Figure 9 shows survey responses from teachers, students, parents and principals / assistant principals which detail if they felt supported by the district/teachers.

Figure 9.

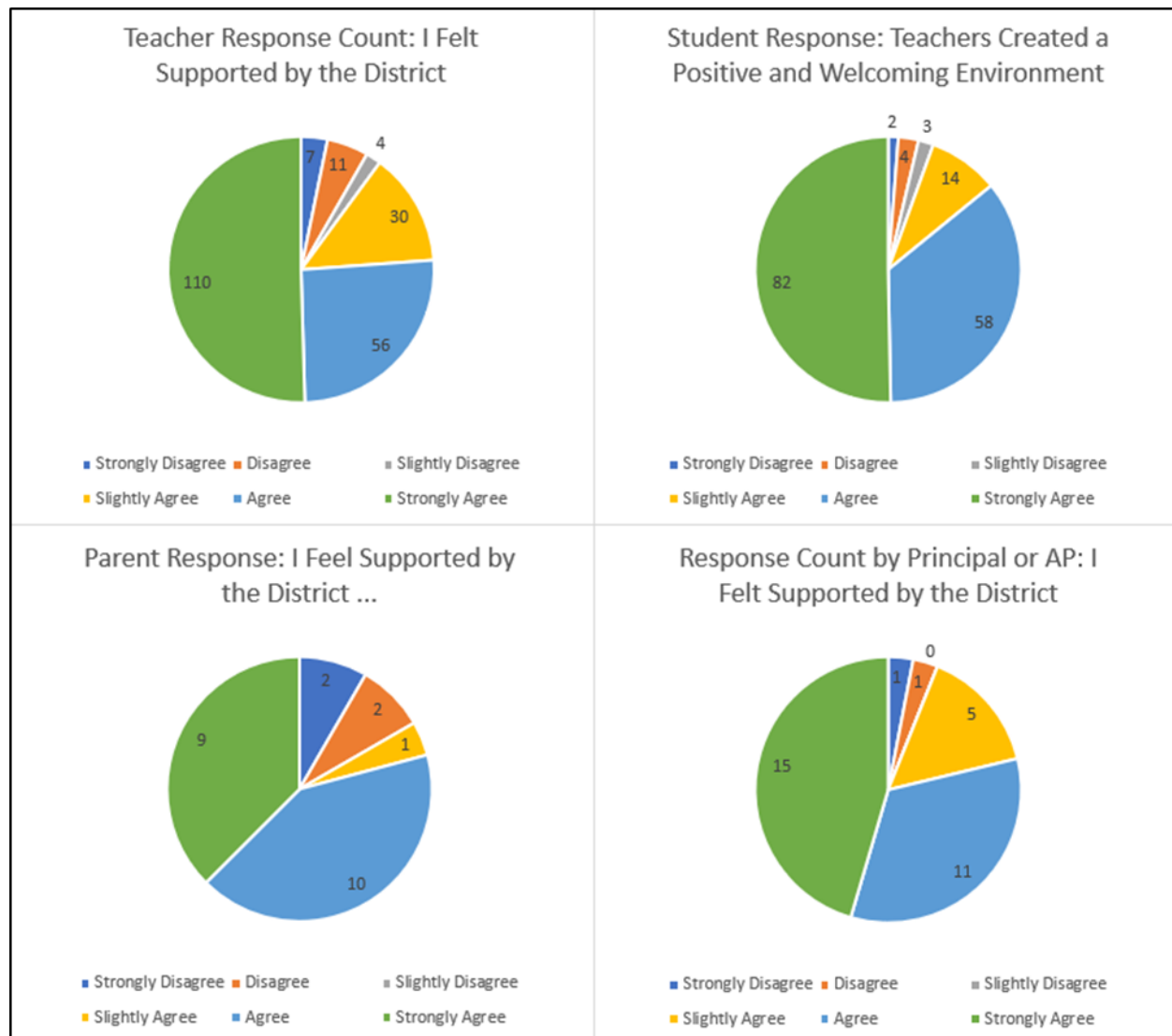


Figure 10 below shows survey responses from parents detailing the best resources the district provided as well as barriers to summer participation in 2022. Transportation was the most frequently cited resource that ensured summer participation.

Figure 10.

