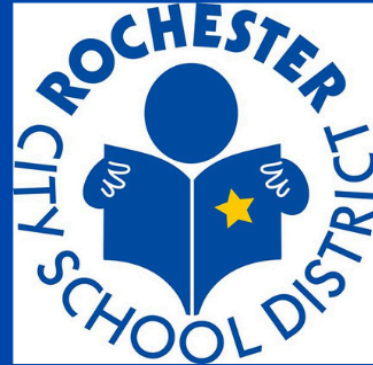


ROCHESTER CITY
SCHOOL DISTRICT



ESSA FUNDED
PROGRAMS:
QUARTER 2
REPORT

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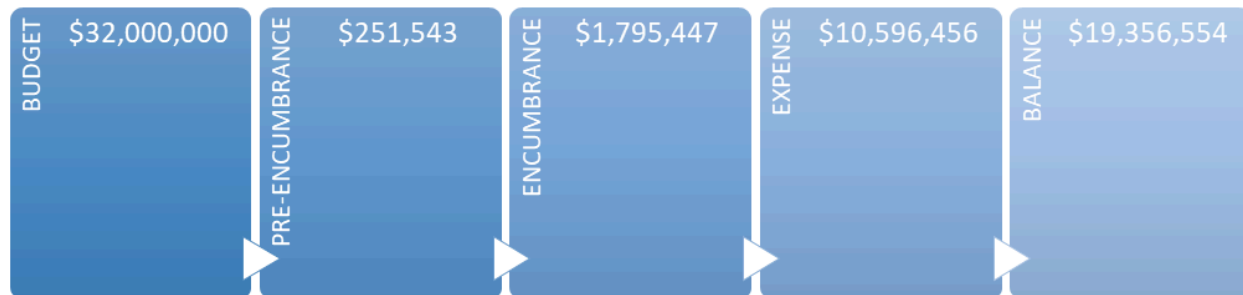
Title I, Part A – Improving Basic Programs Operated by LEAs

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's Title I, Part A allocation for the 2023-2024 school year is \$31,349,190. The grant has been budgeted to include some of the available carryover from 2022-2023 bringing the Title I budget to \$32,000,000.

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:

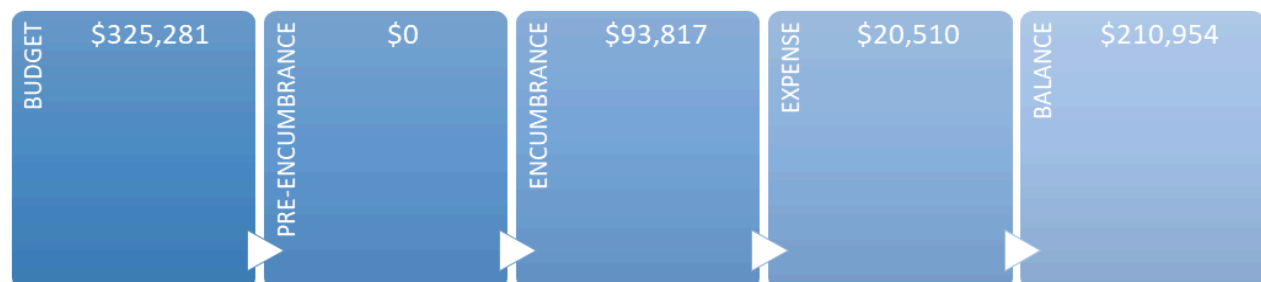
- Out-of-school time intervention or acceleration programming
- Targeted interventions for at-risk students
- Increased access and support for digital learning
- Increased access to online recovery programs for secondary students
- Full-day kindergarten
- Supports for implementation of Next Generation Standards
- Coherence in progress monitoring of data

Title I, Part A Overall Fiscal Progress



Parent and Family Engagement (~\$325K or ~1%)

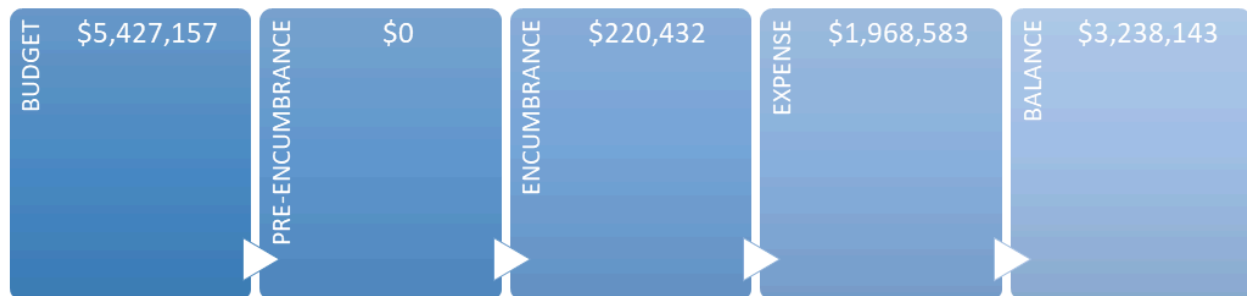
It is required that at least 1% of the Title I, Part A allocation is reserved to support parent and family engagement activities at schools. Plans are developed through meaningful consultation with parents and school communities. Schools are currently working on implementing approved plans.



School Improvement Reserve (~\$5.4M or ~17%)

A portion of the Title I, Part A allocation is directed towards the support of the District Improvement Plan commitments and School Improvement Plans (SIPs). 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

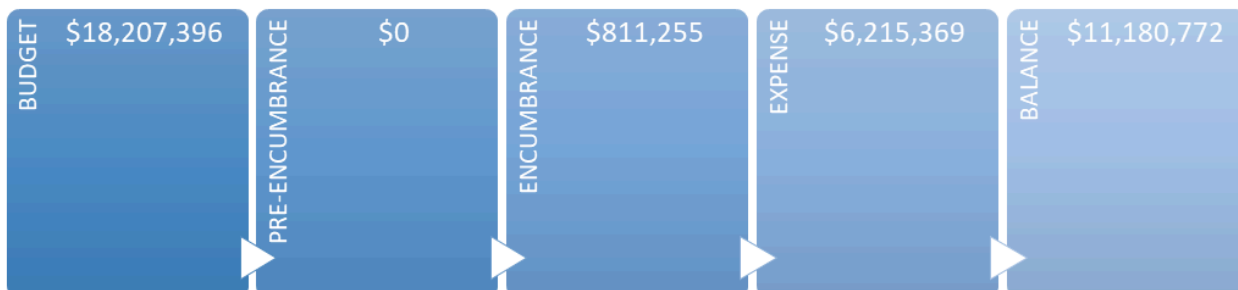


Rank and Serve (~\$18M or ~57%)

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 SIPs.

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

- Currently, 92% of schools have submitted and received approval of the use of Title I funds to support Parent and Family Engagement activities. Implementation of approved Title I Parent and Family Engagement Plans at schools is underway.

School Improvement

- 27 employees are currently registered to attend the National SAMs Innovation Project conference at the end of January. Participants include building leaders, district leaders, and building-based staff. Implementation of strategies leading to improved instructional leadership to follow.

Rank and Serve

- Provision of Intervention Supports

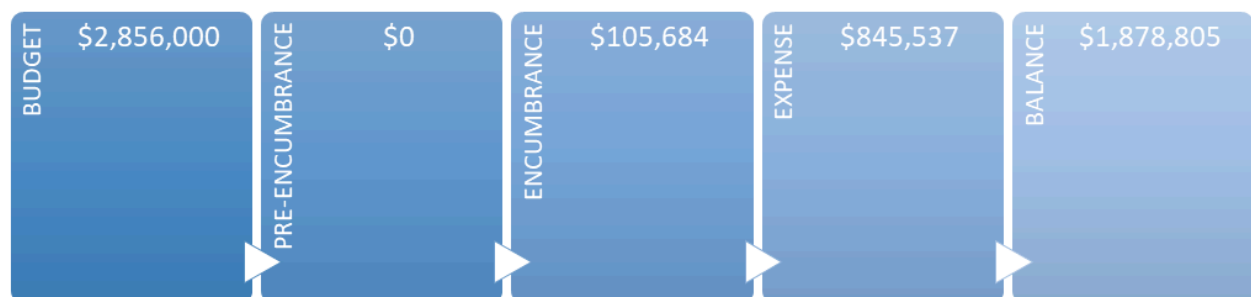
Title II, Part A – Supporting Effective Instruction

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

The Rochester City School District was allocated \$2,200,268 in Title I, Part A funds to support these initiatives for the 2023-204 school year. The budget includes \$655,732 in funds carried over from 2022-2023.

Title II, Part A Overall Fiscal Progress



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 (~\$1.49M 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

Human Resources (~\$220K or ~9%)

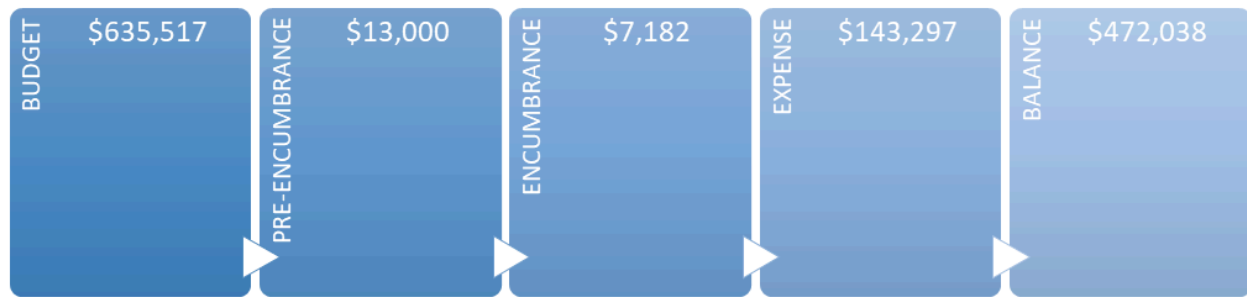
- Teacher and Principal Recruitment – Applitrack application system, recruitment events, and advertising costs
- Increasing Staff Effectiveness – Support for RCSD’s “grow your own” leadership development programs for aspiring and current leaders with an emphasis on turnaround leadership in urban education
- 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

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

The Rochester City School District (RCSD) serves approximately 3,375 English Language Learners (ELLs)/Multilingual Learners (MLs) which is nearly 15% of student enrollment. More than 60 different languages are spoken across the Rochester City School District and nearly two-thirds of RCSD families who speak a language other than English speak Spanish (3,834). Somali (346) is the next most common language, followed by Arabic (287) and Nepali (153).

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 Overall Fiscal Progress



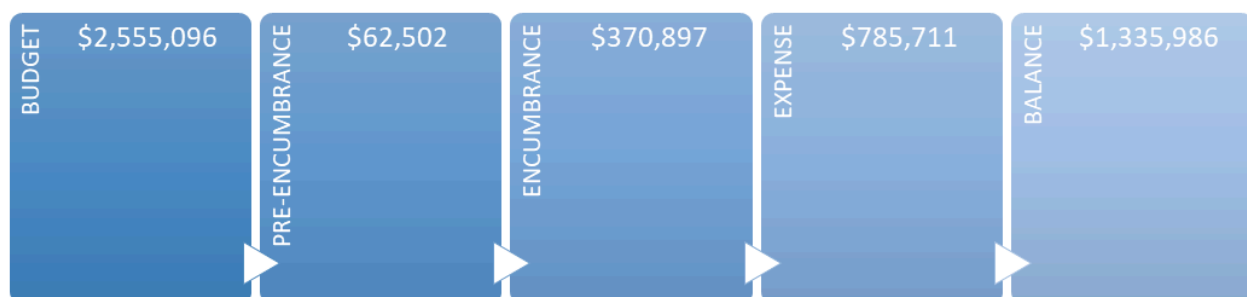
Title III - Critical Next Steps

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

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 Overall Fiscal Progress



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

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
- 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.

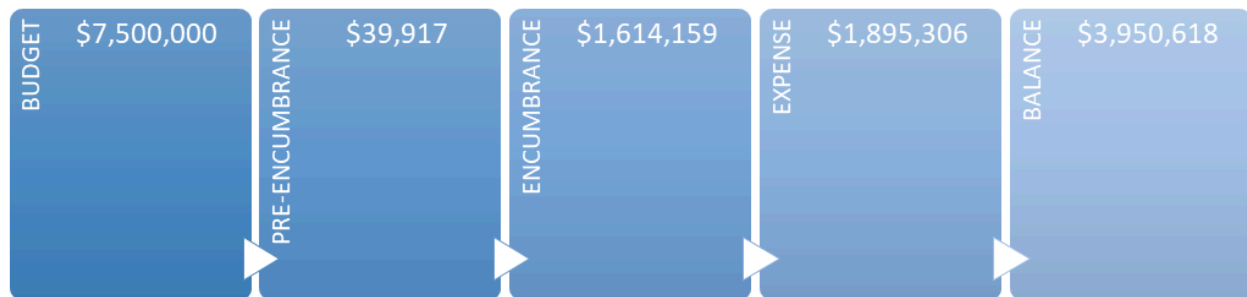
Title I, School Improvement 1003 Basic

Schools identified as Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI) and Targeted Support and Improvement (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 (SIPs). CSI schools receive \$200,000 in additional funding, ATSI schools receive \$75,000, TSI schools receive \$50,000 and Target

Districts with 31 or more schools identified as CSI, ATSI or TSI receive \$350,000 in additional funding.

The RCSD currently has 2 schools identified as ATSI, 24 schools identified as CSI, and 11 schools in Receivership (CSI-R) making the total amount allocated under Title I, School Improvement 1003 Basic \$7,500,000.

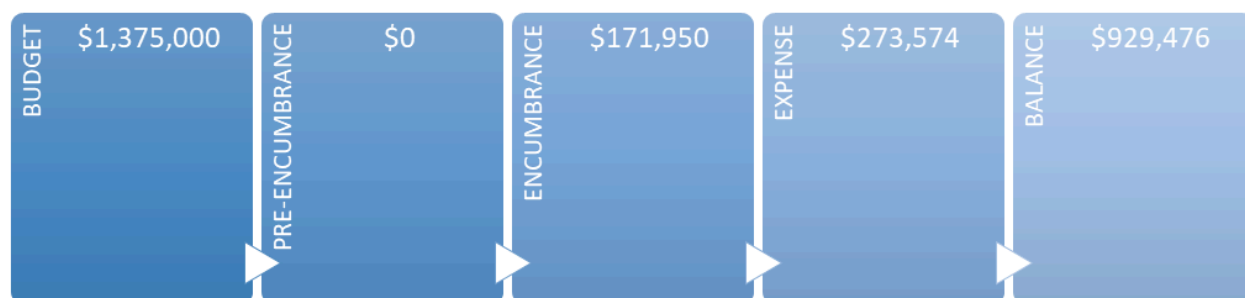
1003 Basic Overall Fiscal Progress



Title I, School Improvement 1003 Targeted

Schools that have been identified as Comprehensive Support and Improvement Schools in Receivership (CSI-R) for multiple consecutive years are eligible to receive funds under Title I, School Improvement 1003 Targeted. Each school is allocated \$125,000 for the 2023-2024 school year to support school improvement initiatives aligned with identified targets for the school year. RCSD receives a total of \$1,375,000 in Title I, School Improvement 1003 Targeted funds.

1003 Targeted Fiscal Progress



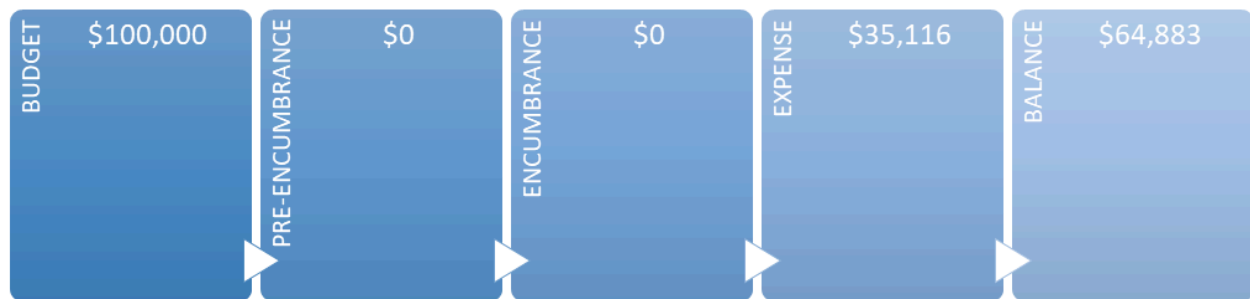
Title I, School Improvement 1003 High School Redesign

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 2023-2024 school year is \$100,000 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.
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1003 HSRD Overall Fiscal Progress



Research and Evaluation for ESSA Funded Programs

Summer Learning 2023

Summer Learning 2023 Program Evaluation by Gibson Consulting Group

The Rochester City School District (RCSD) commissioned the Research and Evaluation team at Gibson Consulting Group (Gibson) to examine the operations and effectiveness of the 2023 Summer Learning program as part of a wider initiative to research the impact of Elementary and Secondary School Emergency Relief (ESSER)-funded programming in the Rochester City School District. This project involved three separate data collection and analysis efforts. First, student enrollment and participation in Summer Learning was examined, as well as the cost of delivering instruction. Second, there were four surveys administered to Summer Learning leaders, staff, parents, and students. Finally, a quantitative, quasi-experimental analysis using student records to estimate the impact of Summer Learning on student achievement was performed.

Many RCSD students had some interaction with the Summer Learning program during the summer of 2023, though the extent of this interaction varied widely. Almost one fourth of RCSD students in Grades K-12 (5,884 of 24,050) enrolled in Summer Learning at the end of 2022-23. However, 14% of enrolled students never attended a single day of the Summer Learning program (see table below). Of the students who did take part in Summer Learning, 1,531 students (30% of students who attended at least one day of Summer Learning) attended less than half of Summer Learning days when they were enrolled. Of all enrolled students, only 30% attended more than 80% of Summer Learning.

	Number of Students	Percent of Enrolled Students
Enrolled but never attended	776	14%
Attended fewer than 50%	1,531	26%

After identifying how many students attended Summer Learning for at least one day, an analysis was performed to explore whether those students were representative of RCSD's student population. To do this, a comparative analysis was performed of the average demographics, enrollment, discipline rates, attendance rates, and i-Ready scores of participating Summer Learning students to non-participating students. The observed differences were tested and found statistically significant from one another using either an independent sample t-test or an independent sample difference-in-proportions test. The results of this analysis are shown in the figure below, where bolded rows indicate significant differences between Summer Learning students and their peers.

Student Traits	Students who did not Attend Summer Learning	Summer Learning Students
LEP Status	18%	14%
SPED Status	18%	18%
Free/Reduced-Price Lunch Status	89%	90%
Female	49%	52%
Black or African American	48%	59%
Hispanic/Latino	36%	30%
Count of all Disciplinary Incidences (Number of Days)	0.3	0.5
Percentage of Days Attended	79%	82%
Standardized Mathematics i-Ready Score (Spring 2023)	0.0	0.1
Standardized Reading i-Ready Score (Spring 2023)	0.0	0.1

Findings & Analysis

- Enrollment, Attendance, and Cost:** Of the 5,884 RCSD students who enrolled in Summer Learning, the average student attended Summer Learning 68% of the time. Attendance and average costs varied widely across RCSD Summer Learning sites. Student no-show rates ranged across sites from 0% to 43%, student daily attendance rates ranged across sites from 43% to 95%, and the cost of a day's instruction ranged across sites from \$42 to \$165.

- **Program Impact:** An impact analysis of Summer Learning in 2023 suggests minimal impacts to student achievement in either math or reading as measured by i-Ready. Additionally, there is no evidence that any particular site had a substantial positive impact on student achievement. Across RCSD, students tended to exhibit summer learning loss in math but not in reading. However, summer learning loss was similar for those who attended Summer Learning and those who did not.