New State Education Department

State Monitor

Draft Academic Improvement Work Plan

Rochester City School District

FY 2020 - FY 2025

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State Monitor

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Introduction

Background Information on the Rochester City School District

The city of Rochester is located in western New York's Finger Lakes Region. The city sits on the southern shore of Lake Ontario. The Genesee River bisects the city. Rochester is the third most populous city in the state after New York City and Buffalo. Rochester is located in Monroe County. The city is part of a region known for science, technology, research, and development. The University of Rochester and the Rochester Institute for Technology, along with notable smaller colleges like St. John Fisher College, also support the city and region's economy.

Just over 63% of the city's residents are from historically underrepresented and marginalized cultural groups, making Rochester one of a growing number of so-termed 'minority-majority' cities in the United States. This stands in stark contrast to suburban Monroe County, where non-White cultural groups make up 13.4% of the population (i.e., 86.6% non-Hispanic white). This contrast in racial and ethnic strata reflects severe socioeconomic disparities. Rochester is also known for its poverty. According to *Rochester 2034*, a 15-year comprehensive plan to improve Rochester, published by the Mayor's Office, over a quarter (25.1%) of full-time earners in Rochester make less than $25,000. While the city of Rochester accounts for only 28.1% of the population in the County, it accounts for 61.4% of the County's people in poverty. The services needed by such a disproportionate number of families in need create a strain on the limited resources of the school district.

The Rochester City School District (RCSD) services 23,865 students, including a growing population of 6,866 charter school students. The school district's population is composed almost entirely of students of color, with Black students making up 52% of the student population, Hispanic / Latino students making up 33% of the student population, White students comprising 9%, and Asian students representing 2.6% of the RCSD student population. Rochester has seen the growth of Bhutanese, Nepalese, and Sudanese communities, among other immigrant groups, moving to Rochester as part of refugee resettlement programs. RCSD students speak 70 different languages. RCSD has a total of 3,716 teachers and administrators support students and their families in 55 Pre-K sites, 46 schools, and 10 alternative programs.

Modifications to the RCSD Academic Improvement Plan are focused in three key areas. The first area includes updated deadlines for adhering to recommendations. The second area includes new recommendations aligned to selected priority areas from the Coronavirus Response and Relief Supplemental Appropriations (CRSSA) and the American Rescue Plan (ARP) spending plans. Finally, updates to the original RCSD Academic Plan includes new recommendations based on interviews and information gathered through the State Monitor's participation in RCSD activities and meetings.

Figure 1 below shows student performance on the Mathematics and the English Language Arts State Assessments given to students in grades three through eight in New York State. The gap in performance between students attending RCSD schools and students attending schools throughout the state has remained statistically the same for over twenty years. Despite changes in federal mandates, state standards, and state assessments, students in RCSD have consistently performed below their peers. The state

assessments represent only one tool to measure proficiency; however, performance hovering near 10% represents approximately 90% of the students in classrooms across the city unable to meet or surpass state standards in Mathematics and English. This sobering data drives district decisions in academic interventions, chronic absenteeism, special education, staffing, school designations, school choice, charter school enrollment, resource allocation, and high school performance.

Figure 1. Academic Trends in RCSD

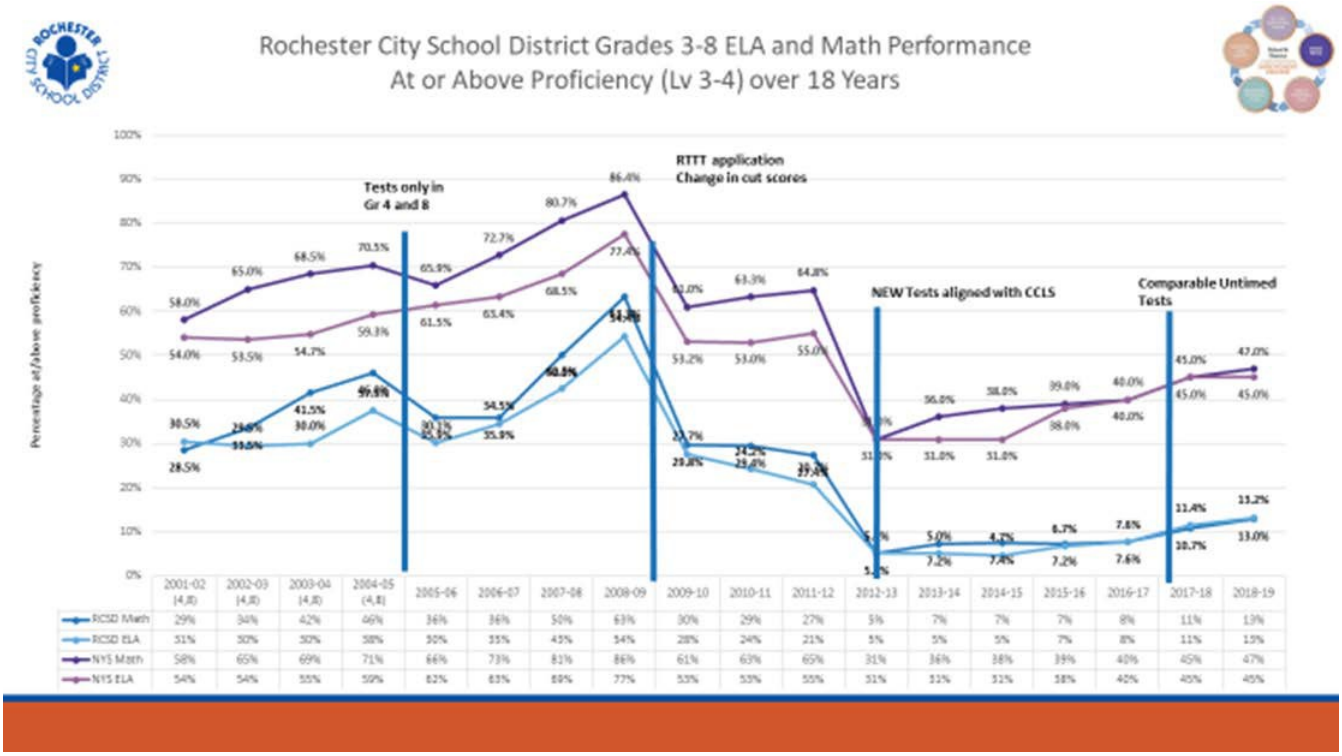


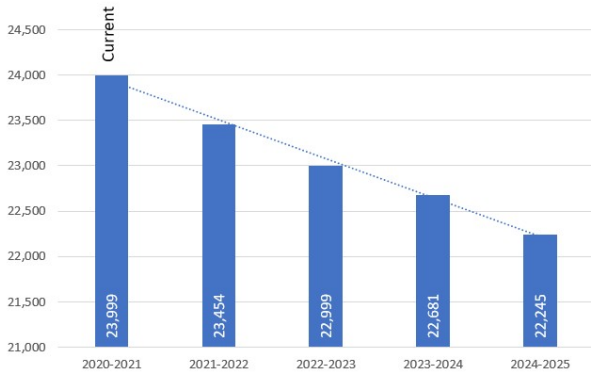
Figure 2 below projects the student enrollment for the next five years. Student enrollment in the District has been declining for over ten years. When focusing on where the decline is the greatest, there is an alarming trend that will require a systemic approach to address. The chart identifies a cohort of 1902 grade 8 students currently attending RCSD schools; next year, that grade 9 cohort class size balloons to 2708. The following year the cohort of grade 10 students will be reduced to 1938; the projection for this same cohort of students would be 1397 students becoming seniors. This school year, an RCSD student in grade 8 will attend grade 12 with 500 fewer students in 2025. The loss could equate to being retained in a grade, not earning sufficient credits to progress to the next grade, dropping out, or moving out of the District. What this data could represent is compounded by a graduation rate ranging from 25% to 100% throughout the District, depending on which RCSD school the student attends.

Figure 2. Enrollment Trends with Academic Impact in RCSD

Student Enrollment – Current & Projected *

Grade	Current	Projected (Fiscal Year)			
	2021	2022	2023	2024	2025
Kindergarten	1,921	1,754	1,845	1,907	1,899
1	1,862	1,959	1,788	1,882	1,944
2	1,850	1,787	1,880	1,716	1,806
3	1,773	1,786	1,725	1,815	1,657
4	1,950	1,736	1,749	1,689	1,777
5	1,813	1,783	1,587	1,600	1,545
6	1,991	1,773	1,744	1,553	1,565
7	1,942	1,890	1,683	1,656	1,474
8	1,902	1,892	1,841	1,639	1,613
9	2,539	2,708	2,692	2,620	2,333
10	1,724	1,818	1,938	1,927	1,875
11	1,325	1,218	1,283	1,368	1,361
12	1,405	1,353	1,243	1,310	1,397
Ungraded	-	-	-	-	-
Total K-12	23,996	23,454	22,999	22,681	22,245

** 2018 Live Birth Data not yet released, so only 4-year projection is available*



The projected 4-year enrollment of academic years 2022-2025 shows a continuous downward trend, by a cumulative amount of over 1,700 students, or 7.4%.

Role of the State Monitor ("The Monitor")

The RCSD has been struggling for over a decade, with nine superintendents in conjunction with many local and State efforts to improve its performance. As a result, Chapter 56 of the Laws of 2020 required Interim Commissioner Shannon Tahoe to appoint a Monitor to the RCSD to provide oversight, guidance, and technical assistance related to the academic and fiscal policies, practices, programs, and decisions of the District, the Board of Education ("Board"), and the Superintendent. Commissioner Betty Rosa, Interim Commissioner Tahoe's successor, has continued adherence to and support of Chapter 56. The State Monitor was appointed on May 21, 2020. The responsibilities of the Monitor include, but are not limited to, the following:

1. Serve as a non-voting ex-officio member of the Board.
2. Assist the Board in adopting a conflict of interest policy that ensures board members and administrators act in the District's best interest.
3. Work with the Board to develop a proposed academic improvement plan and proposed financial plan for the District no later than November 1, 2020, for the 2020-2021 school year and the four subsequent school years.

4. Provide semi-annual reports to the Commissioner, Board of Regents, and the Legislature on the District's academic, fiscal, and operational status.

The role of the State Monitor Academic Improvement Work Plan is to direct and guide the improvement of designated outcomes as a coordinated effort, working with all stakeholders, especially Superintendent

Dr. Lesli Myers-Small. Dr. Myers-Small was hired before the appointment and arrival of the State Monitor. Dr. Myers-Small, however, must be held accountable to fully implement the Superintendent Receiver powers as defined in Education Law §211-f pertaining to School Receivership. If that does not happen, an Independent Receiver and/or remedies should be appointed/applied as the Law allows.

The State Monitor believes that it is highly unlikely that anyone can adequately be prepared to course-correct and accelerate improvements when RCSD has had nine former superintendents (interim and permanent) over the last ten years, and the cumulative effect of prior decisions impacting current and future operations. The magnitude of these decisions made before our collective arrival cannot be underscored because the financial ramifications associated with those actions significantly impact the State Monitor's recommendations in conjunction with the Superintendent's ability to strategically navigate the complexities.

Finally, although a financial plan will be forthcoming under separate cover, the recent discovery of 201 MOUs and MOAs is currently being reviewed by the Auditor General. The review will not be completed before plan submission, and the State Monitor reserves the right to adjust the Academic Plan upon receipt.

Organization of the Work Plan

The State Monitor's Work Plan is derived from an evidence-based theory of change called the *Four Domains of Rapid School Improvement.* The State Monitor's Work Plan report is divided into seven (7) sections:

1. Introduction
2. Organization of the Work Plan
3. Methodology for Data Collection
4. Theory of Change for District Improvement
5. Findings and Recommendations by Domain
6. Conclusion
7. Appendices

Each section is hyperlinked in the Table of Contents for ease of maneuverability.

In each section, *(N)* or *(M)* alongside a recommendation, indicates the following:

- *(N)* – new recommendation
- *(M)* – modification

Methodology for Data Collection

The State Monitor began the development process by reviewing the status of recommendations contained in the Distinguished Educator's Report (November 14, 2018) issued by Dr. Jaime Aquino, the former Distinguished Educator for Rochester City School District. (See Appendix B for Dr. Aquino's Report.) Based upon a belief that the foundation for building upon the work of the Distinguished Educator should be an evidence-based theory of change, the State Monitor has elected to use the *Four Domains for Rapid School Improvement* to organize the plan and provide recommendations.

Participatory Action Research formed the heart of data collection for both the Academic and Financial components of this plan. The State Monitor took a three-pronged approach to data collection. First, data was initially gathered through actively participating in the daily work activities of central office staff members. Second, purposive sampling was used to identify internal and external individuals to participate in interviews and focus groups. Finally, District documents and other artifacts related to District business were examined. Active Monitor participation involved multiple meetings with various combinations of Executive Cabinet Members and Board Officers as follows:

- Executive cabinet meetings;
- Board Officers' meetings with the Superintendent;
- Meetings with the Superintendent, chief financial officer, chief operations officer, general auditor, chief academic officer, and two Deputy Superintendents; and
- Meetings with the newly appointed executive director of grants and District clerk

The State Monitor presented on the following topics during multiple cabinet meetings, the cabinet retreat, and the leadership summit: Implementation Science and Data-Driven Decision Making during those meetings. Additionally, the State Monitor regularly reviewed contracts and resolutions and recommended modifications before final execution, participated in meetings to negotiate key vendor contracts, such as for transportation, and offered support to the Directors of Mathematics and English Language Arts during the final stages of developing curriculum frameworks.

The State Monitor shadowed the newly hired Chief Financial Officer (CFO) for the first three weeks of her tenure and supported the Board commissioners by participating in meetings to help commissioners with the structure and content of upcoming committee meetings of the whole. The State Monitor also participated in interviews for the following positions: Deputy of Teaching and Learning, Deputy for Student Support Services, Chief Academic Officer, and Chief Financial Officer. Since early June 2020, the State Monitor has actively participated in all Board deliberations twice weekly.

The second data collection method used was through individual interviews and focus groups. Participants were selected based on staff recommendations, affiliation, or oversight within the District, persons who volunteered to be interviewed, and persons identified in documents from previous reviews of the District. As documented in the following tables, multiple informal interviews were conducted with RCSD and external partners.

Document analysis comprised the third data collection source. The State Monitor reviewed a wide variety of documents created between 2015 and 2020 that included documents referenced in the Distinguished Educator's report and reports submitted to the Rochester Board of Education, which can be found in Appendix C.

Table 1. Summary of RCSD Interviews Conducted

STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Superintendent	**100+**	Directors	**40+**
Executive Directors	**60+**	Board of Commissioners	**15+**
Principals/Assistant Principals	**40+**	Chiefs	**30+**
Teachers	**10+**	Staff (e.g., transportation staff, food services staff, technology staff, support staff)	**30+**

Table 2. Summary of Focus Group Stakeholder Meetings

STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Parents, Students With Interrupted Education (SIFE)	***2***	Chamber of Commerce	**1**
Parent Leaders Training Institute (PLTI)	***2***	High School Principals	**1**
Principals	**3**	Assistant Principals	**1**

Table 3. Summary of External Stakeholder Meetings

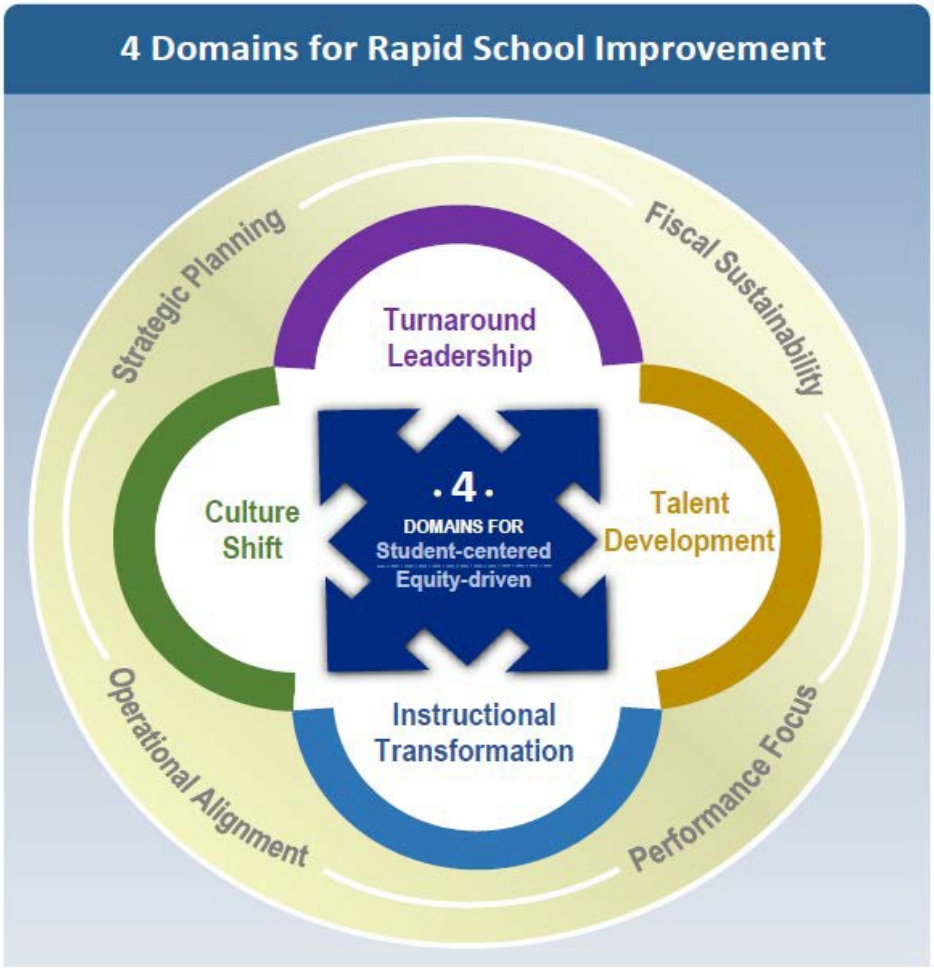
STAKEHOLDER	NO. MEETINGS	STAKEHOLDER	NO. MEETINGS
Urban League, Dr. Hawkins, CEO	**1**	Assembly member, Harry Bronson	**20**
Center For Youth (Rochester Community-Based Organization)	**2**	Georgetown University Finance Support	**1**
ROC the Future	**3**	Board of Regents Vice Chancellor T. Andrew Brown	**2**
Action for Education Equity, Laura State Monitor	**1**	St. John Fisher College, Dr. Sam Walton, Dr. Maples, Dr. Dingus, Dr. Perry, Dr. Stevenson	**2**
The Children's Agenda, Eamonn Scanlon	**2**	State Education Development	**6**
Office of State Controller, Dan Winkler, Kim Goerlich	**7**	Conference of Big 5 School Districts, Jennifer Pyle	**20**
Regent Wade Norwood	**15**	Board of Cooperative Educational Services (BOCES_, Monroe 1 and 2	**5**
Race, Equity, and Leadership, Members and former employees	**2**	NYSED	**30**
CFOs other NY school districts	**5**	Executive Leadership. other NY school districts	**6**
Corn Hill Neighborhood residents	**2**	Regent Turner	5

Theory of Change for District Improvement

The Center on School Turnaround at WestEd (CST) developed a framework to assist states, districts, and schools in leading and managing rapid improvement efforts. The *Four Domains for Rapid School Improvement* identifies critical schooling practices in four domains - Turnaround Leadership, Talent Development, Instructional Transformation, and Culture. (See Figure 3) Constructing a cohesive research-based Academic Plan requires a research-based framework with a proven record of delivering results if followed with integrity. In addition to the four domains of Turnaround Leadership, Talent Development, Instructional Transformation, and Cultural Shifts that comprise the WestEd Framework, the State Monitor has added to her plan a fifth domain, System, Resources, and Structures that focuses on the underlying operational processes that are critical to success.

The State Monitor modified by adding a fifth domain called *System, Resources and Structures* to WestEd's framework that serves as a cog in the wheel formed by the four domains that focus on the underlying operational processes impacting instruction in general and other non-academic functions that impact teaching for learning and student readiness as precursors to excellence. In other words, the Systems, Resources, and Structures domain is an integral component contained within the four domains of Turnaround Leadership, Talent Development, Instructional Transformation, and Culture.

Figure 3: Four Domains for Rapid School Improvement



Strategic Planning, Fiscal Sustainability, Performance Focus, and Organizational Alignment are both processes and outcomes serving as drivers and are aligned and linked to Domain 5. The State Monitor believes that this new plan format provides a cohesive unifying document that is easily digestible by all stakeholders. The interdependency of all roles (Board, Central Officer, and Schools) and subsequent decision-making by each organizational unit embraces the Federal Schools Improvement program that states:

- A successful school or district turnaround requires a systems approach with coherent guidance and support from the state and district to complement the actions of the school; and
- A successful school (district, added for emphasis) turnaround is more than the initial jolt of bold changes in structure, authority, and personnel; it includes phases in which effective practices and processes are routinized and sustained.

Findings and Recommendations by Domain

Following the issuance of the Distinguished Educator report in 2018, the RCSD began responding to the findings and proposed recommendations contained in the report. The current District administration submitted a status report to the Board on October 22, 2020, regarding the District's progress in implementing the recommendations contained in the report. A copy of that presentation can be found in Appendix A. The State Monitor also considered the continued relevance of the Distinguished Educators' findings and incorporated those relevant to the five-year plan. Appendix B contains a link to the Distinguished Educator report and a table indicating the status of recommendation therein. While some progress has been made, few recommendations have been completed in its entirety.

The State Monitor's 67 findings and 53 recommendations have been organized in Tables 4 through 13. Recommendations have been grouped based on the estimated year of implementation and completion over the next three years. After working with staff, listening to District constituents, reviewing documents, and examining student data, the Monitor has identified six (6) takeaways from these early experiences in the District:

1. RCSD at all levels of the organization must make a long-term commitment to focusing resources on accelerating student achievement in the District.
2. RCSD at all levels of the organization must make a long-term commitment to redirect resources away from programs, practices, and partners that have been unable to demonstrate evidence of producing positive outcomes in teaching and learning. This will be critical to make resources available to implement the recommendations contained in this report.
3. RCSD has been challenged to execute programs and plans with fidelity; therefore, District and school leaders would benefit from training on the core components of implementation science.
4. RCSD must collect and examine accurate, reliable data to measure teaching and learning in every classroom, accelerating student outcomes throughout the District.
5. RCSD must provide equitable resources to keep a diverse student population engaged in the lifelong learning cycle.

6. RCSD must expand the definition of District success beyond the singular notion of graduation rates to incorporate the concept of college, career, and civic readiness.

RCSD must re-establish the non-negotiable practice of regularly communicating expectations and holding every level of the organization responsible and accountable for student success.

Table 4: Findings for Turnaround Leadership Domain

No.	Finding	Type of Finding
1	Board Commissioners frequently ask the administration tough, but pertinent questions, but administrators are not always readily available to provide timely data to address their concerns. Commissioners continue to ask questions; however, administrators often struggle to clearly communicate responses to questions from the Board.	**Distinguished Educator Carried Over Finding**
2	Racial tensions and mistrust are catalysts for the friction that exists among Board members. The Board has previously acknowledged the need to improve group dynamics and minimize the underlying racial tension that exists among the group, but outbursts at recent Board meetings suggest little progress has been realized in the area of collegiality and respect. Training for Board Commissioners has been scheduled to address this challenge.	**Distinguished Educator Carried Over Finding**
3	The DE found District leadership was more focused on operational issues than on instruction. The State Monitor continues to find District leadership more focused on operational issues, in addition to social-emotional issues, rather than instruction. The hiring of highly qualified individuals for Chief Academic Officer and Deputy Superintendent for Teaching and Learning should begin to refocus the District on student outcomes for academics.	**Modified Distinguished Educator Finding**
4	District leadership has not committed to a turnaround strategy for schools identified for Receivership, Comprehensive Support, and Improvement (CSI), or Targeted Support and Improvement (TSI).	**State Monitor Finding**
5	Board leadership has recently established SMART Goals in the following areas: 1) Improve the financial condition of RCSD, 2) Increase academic achievement and 3) Equity. See appendix for a full description of Board goals.	**State Monitor Finding**
6	The Board has not effectively fulfilled its essential function of holding the Superintendent accountable for results. Though a process exists for evaluating the Superintendent, it is not consistently followed. For example, clear and measurable goals based on defined leading and lagging indicators were not in place prior to the beginning of the school year.	**Distinguished Educator Carried Over Finding**
7	The Board convenes monthly for a business meeting. As suggested by the State Monitor, the Board has returned to convening six Committees of the Whole (COW): Audit, Governance, Policy, Excellence in Student Achievement, Community and Intergovernmental Relations, and Finance.	**Modified Distinguished Educator Finding**

Table 4: Findings for Turnaround Leadership Domain Continued

No.	Finding	Type of Finding
9	Many RCSD Board policies have not been reviewed or updated. An excerpt from the June 2, 2020 minutes of the Policy Committee of the Whole indicated the committee would be focusing on the review and updating of the Code of Conduct, the Student Attendance Policy, the Purchasing Policy, Academic Intervention Services (AIS), as well as the Student Data Policy. General Counsel called attention to other policies that may not have been updated in several years and that the Committee would eventually be reviewing as well for potential updates.	**State Monitor Finding**
10	The Board uses BoardDocs, an online platform that gives the public access to relevant information related to Board business. The Board fails to optimize the full capacity of the Board DOCs platform even though the District is paying for the service, which would reduce the current labor of Board staff. Board DOCS can increase efficiency with modules that allow Board staff to schedule committee meetings, conduct evaluations, and create minutes and agendas.	**State Monitor Finding**
11	Central Administration managers would benefit from executive leadership training in the following areas: ▪ Project management ▪ Customer Service ▪ Budgeting ▪ Human Capital Management ▪ Organizational Change Management ▪ Implementation Science ▪ Improvement Science	**State Monitor Finding**
12	The Board and Superintendent have not finalized the goals to be used to evaluate the performance of the Superintendent.	**State Monitor Finding**

Table 5: Recommendations Turnaround Leadership Domain and Evidence

YEAR ONE, 2020 - 2021

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
1	The District leadership shall develop and have approved by the Board standard operating procedures (SOP) for professional development, including the protocol for onboarding new Board members, which shall be fully implemented by December 30, 2020.	1. Board resolution adopting standard operating procedures. 2. Beginning January 31, 2021, submission by the District to the Monitor no later than 30 days following a new board member taking office of artifacts demonstrating that the new board member has been on-boarded in accordance with all elements of the SOP.
2	The District leadership shall establish a protocol for regularly reviewing resolutions prior to presentation to the Board for action. The protocol shall include a thorough review of the resolution's content and the implication of the action being requested as it relates to academics, finance, and equity. The protocol shall also include answers to anticipated questions from the Board Commissioners. In addition, district leadership shall conduct a quarterly review of resolutions that the Board successfully approved. These resolutions can be used as examples for training purposes. These examples shall also be used during the orientation of new leaders into the District.	1. By January 31, 2021, and every year thereafter, a schedule shall be created for resolutions to appear before the appropriate committee prior to presentation to the full Board. 2. By January 31, 2021, create a new calendar for resolution development that includes a specific time to conduct a final review of all resolutions, prior to submission to the Board clerk for inclusion in the Board resolution packet.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
3	All Board meetings shall be conducted in strict accordance with Roberts Rules of Order.	1. Documentation shall be collected every time legal counsel invokes the need for the Board to follow Robert's Rules of Order. This shall be implemented immediately. 2. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: ▪ Annual training at the first Board meeting on Robert's Rules of Order ▪ RCSD counsel serving as Parliamentarian Documentation of Violations of Robert's Rule of Law by Commissioners.

Table 5: Recommendations Turnaround Leadership Domain and Evidence Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
4	The Board shall incorporate racial and linguistic bias training into the onboarding process for new Board Commissioners and the professional development plan for all Board Commissioners.	Include in the Standard Operating procedures for onboarding new Board Commissioners. Training will be conducted yearly by January 31. ***(M)*** .

YEAR ONE

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
5	The Board Policy Committee shall be held responsible for jointly developing a process for regularly reviewing and updating RCSD Board policies.	1. The Policy Committee Chair shall present a protocol for reviewing Board policies during a Policy COW scheduled no later than December 30, 2020. 2. Policies shall be presented as action items monthly at the Policy COW meetings beginning March 1, 2021. 3. Legal counsel shall present any new policies or regulations from the NY State Education Department and any other federal, state, county, or city government agencies on an as-needed basis. 4. Artifacts demonstrating the following shall be made accessible for review by the State Monitor: ▪ Protocol for reviewing Board policies ▪ Policy COW meeting minutes
6	All Board goals shall be SMART: specific, measurable, attainable, relevant and time-based	1. **SMART** goals shall be posted on the District website annually by January 1. 2. The Board goals shall remain current on the District website at all times and updated yearly. 3. The Board goals shall be available in the languages most frequently spoken in the District. ***4.*** The Board goals shall be posted prominently throughout the District, including the Boardroom at the central office. ***(M)***
7	A multi-year Executive Leadership Professional Learning Plan to be implemented beginning with the 2021-2022 school year.	1. A copy of the multi-year Executive Leadership Professional Learning Plan shall be developed and submitted to the State Monitor by May 15 of each school year for inclusion in the District Budget for the subsequent school year. ***2.*** A copy of the multi-year Executive Leadership Professional Development Plan, including a funding source, shall be co-developed with leadership at the East EPO and submitted to the State Monitor by December 15th of every year. ***(M)***

YEAR TWO

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
8	Although work has been done to reduce the number of Board meetings, during the month of September 2020, the RCSD Board conducted 10 Board meetings. The volume and frequency of the various Board meetings justify the full utilization of BoardDocs. This will allow the Board to: 1. Record votes 2. Enter meeting minutes 3. Display meeting information to an audience during board meetings 4. Load agenda items using advanced document workflow technology An additional service extension (additional cost required) called BoardDocs Plus would allow the Board to manage separate meetings for multiple boards or committees	1. The Board shall begin utilizing more components of Board Docs with full implementation of all components by August 30, 2021. 2. Effective immediately, the Board shall reduce the number of monthly executive sessions compared to the previous year.

MULTI-YEAR

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
9	Annual self-evaluations of RCSD Board Commissioners will be made public and available on the RCSD Website.	Availability on the website should be provided in the languages most frequently spoken in the District.
10	The RCSD shall address all yellow and red ratings from all plans in writing by the subsequent quarterly report.	Quarterly Reports ***(N)***
11	District administration should implement a plan to afford earned and bounded autonomy to receivership schools beginning in the 2022-23 school year.	Professional development for school leadership teams regarding levels of autonomy. Implementation plan Chief meeting agendas Principal meeting agendas ***(N)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
12	Effective immediately, create a work calendar that affords school chiefs a minimum of three uninterrupted days providing direct services in assigned schools.	Chief schedules ***(N)***
13	Superintendent evaluation should be initiated no later than 30 days following the first day of the school year.	1. Superintendent's evaluation schedule and goals should be ready for review by October 10 or 30 days following the first day of school, whichever comes first. 2. Superintendent's evaluation should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan.
14	Central Office cabinet members' evaluations should be initiated no later than 45 days following the first day of the school year.	1. Central Office cabinet members' evaluation schedule and goals should be ready for review by October 31. ***2.*** Central Office cabinet members' evaluations should be explicitly aligned to the goals and metrics outlined in the RCSD Strategic Plan. ***(N)***
15	The Superintendent should exercise all powers allowed under Education Law 211=f and Commissioner's Regulations 100.19., similar to successful actions taken by the leadership in Buffalo and leadership at the East EPO.	Implementation of the laws and regulations should be examined with an intent to exercise the powers of the Superintendent by January 2022. Options include, but are not limited to the following: • Expand the school day or school year • Review, expand, alter or replace the curriculum and program offerings at the school • Mandate faculty meetings 60 minutes twice per month • Mandate common planning. ***(M)***

Table 6: Findings for Talent Development Domain

NO.	FINDING	TYPE OF FINDING
1	There will have been three different individuals responsible for leading the Human Resources Department in the last four months. Previously the DE Report recorded that there are multiple views regarding the process for selecting principals. As one interviewee noted, "The process is evolving." The DE Report also posited that hiring, retention, and promotion decisions are subject to external influences. This is evident during the Board deliberations. The State Monitor agrees this continues to be an issue between the administration and the Board. For example, Board members debated hiring another Director of African American Studies despite the lack of outcomes, specifically a curriculum after two years of employment. Board members directly expressed a willingness only to hire a Board member based on race. With a new Chief of Human Resources approved to begin working for RCSD, the process will continue to evolve.	**Distinguished Educator Carried Over Finding**
2	Although some progress was initiated during professional development provided by the District before the beginning of the school year, as reported by the Distinguished Educator, the professional development needs of paraprofessionals and teaching assistants continue to receive little attention**.**	**Distinguished Educator Carried Over Finding**
3	Principals report two major concerns. First, school leaders recruit, interview, and select candidates for their schools who often end up being employed in other schools. Second, school leaders often engage in progressive discipline, including the required paperwork, only to often be told by the legal department that the school leader will lose against a powerful teachers' union. Many administrators could recall incidents where they believed teachers were not held appropriately accountable for ineffective teaching or egregious acts against students. The perception of school leaders that they are powerless to effectively address the negative impact of ineffective or abusive teachers in their buildings has taken a toll on the morale of school leaders."	**State Monitor Finding**
4	Chiefs of Schools are responsible for the supervision of schools in three zones of the city. Each chief provides professional development to and communicates with their schools differently. This is a source of frustration and confusion for school leaders. They believe they are at the mercy of their chief's interpretation of directives from the Superintendent's cabinet. This also perpetuates inconsistency in the execution of directives and procedures throughout the District.	**State Monitor Finding**

Table 6: Findings for Talent Development Domain Continued

NO.	FINDING	TYPE OF FINDING
5	Chiefs of Schools are responsible for the supervision of schools and programs in three zones of the city. Each zone represents a minimum of twenty schools and programs. Chiefs support the zones without sufficient resources to grow and support high functioning school leadership teams within each school in each zone. Many zones include designated schools (i.e., TSI, CSI, and Receivership Schools) requiring additional customized support. The addition of a Deputy Superintendent for Teaching and Learning shall provide the necessary oversight to maximize supervision	**State Monitor Finding**
6	There is no evidence the training received by teachers and administrators has had any impact on the quality of teaching and learning in the District. As noted in the Distinguished Educator Report, "professional learning experiences are not routinely developed based on a needs assessment." There is no indication that the District is adhering to a multi-year, data-driven professional development plan for all staff engaged in teaching and learning. A collective bargaining agreement allows teachers to participate in any professional learning experience of their choice.	**Modified Distinguished Educator Finding**
7	RCSD has failed to fully implement the Annual Professional Performance Review (APPR) for at least the last three years. The RCSD APPR is not easily found on the website. Information about annual calibration requirements and identifying individuals and their certification as lead or independent evaluators is not readily available.	**State Monitor Finding**
8	RCSD teachers of color comprise 20.4% of the teaching staff. However, further disaggregation of this data reveals the percentage of teachers of color amongst RCSD schools ranges from 3% to 38%, including four schools where the percentage of teachers of color is in the single digits.	**State Monitor Finding**

Table 7: Recommendations for Talent Development Domain

	YEAR ONE, 2020 - 2021

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
1	Establish and maintain current Standard Operating Procedures for each RCSD department to facilitate onboarding, accountability, and supervision throughout the District.	1. By February 1, 2021, submit to the State Monitor a plan to create and update the SOP of each department in the 4th quarter of every year. **2.** The first cycle of plans shall be created and submitted for review by cabinet members by June 1, 2021. After that, the cycles shall continue quarterly**.**

	YEAR TWO

2	Reorganize Office of Human Capital operations by keeping existing titles/positions and moving people through reassignments and transfers and develop a new organization chart to address District priorities as follows: ▪ Staff Relations ▪ Recruitment & Selection ▪ Staff & Educator Effectiveness Create a talent management plan to properly support and develop all staff, focusing on succession planning, particularly for key leadership roles. Change Chief of Human Resources title to Chief of Human Capital or Chief Human Capital Officer Clarify, reset and establish a human capital branding, including clarification of the role of the Chief Human Capital Officer (CHCO)	The District administration shall adhere to the following: 1. Existence of a new RCSD Human Capital website and social media reflecting upgraded branding by June 30, 2021. 2. Organization charts are updated and appear on the District and school websites by August 15 of each year. 3. New talent management plan by July 2021. 4. Implementation of a new talent management plan by September 2021. 5. Creation of a reorganized Department of Human Capital

Table 7: Recommendations for Talent Development Domain Continued

	YEAR TWO

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
3	Update the comprehensive professional development plan and a companion program evaluation instrument aligned to the new RCSD Strategic Plan to help central office, teachers, paraprofessionals, and support staff to better meet the needs of students to include: ▪ Effective Leadership and Teaching Practices ▪ Turnaround Leadership Actions and Competencies. ▪ Management Skills ▪ Data Utilization for Resource Allocation and Academic Achievement ▪ Behavioral Support ▪ Evaluating teachers of ELLs and Students with Disabilities ▪ Support for Diverse Student Populations. ▪ Change Management ▪ Community Outreach and Engagement	The District administration shall adhere to the following: 1. Submit an annually updated systematic professional development plan by May 1 for the subsequent school year. 2. Submission of an annually updated program evaluation instrument by May 1 for the subsequent school year. 3. Implement a protocol whereby all supervisors support, coach, and hold direct reports accountable for progress in meeting academic and department goals. Ensure supervisors provide regular, meaningful, clear, and timely feedback aligned with performance goals; 4. Effective January 1, 2021, program evaluation indicators shall be used quarterly to measure the impact of programs.

Table 7: Recommendations for Talent Development Domain Continued

MULTI-YEAR

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
4	Develop and fund a leadership academy for central office leaders. Develop and fund a leadership academy for aspiring school leaders.	The District administration shall adhere to the following: 1. Include a budget line for two leadership academies in the 2022-23 school year budget. 2. Submit a copy of the goals, purpose, and scope of work and evaluation tool to the State Monitor for review and approval for each academy by February 2022 and annually each February thereafter. 3. Submit evaluations and progress reports from each academy to the State Monitor for review quarterly throughout the duration of each academy. ***4.*** Submit the final report of each academy for evaluation by the State Monitor at the conclusion of each academy. ***(M)***
5	The administration shall develop a plan for progress monitoring the effectiveness of SOPs annually.	1. Sample SOPs 2. Progress monitoring tools ***3.*** Progress monitoring plan ***(N)***

6	Develop a clear, rigorous, and turnaround leadership competency-based selection process for administrators, placing final hiring authority with the Superintendent. Establish a robust central office hiring process to produce the best candidates and select the most competent and qualified candidates based on pre-established criteria.	Implementation Plan that minimally includes the following for presentation to the HR COW, annually, by May 30, 2021: ▪ recruitment strategy ▪ competency-based selection process ▪ pipelines and partnerships with colleges, universities, and other organizations locally, regionally, and nationally ▪ financial and non-financial incentives to attract and retain diverse talent ▪ budget ***(M)***

Table 7: Recommendations for Talent Development Domain Continued

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
7	Full implementation of the Annual Professional Performance Review (APPR) Plan.	1. Full adherence to all components of the APPR shall be initiated effective immediately 2. Annually, by August 30, each school and department shall submit an evaluation calendar to Human Resources. The calendar shall be made accessible to the State Monitor. 3. Annually, by October 1, the State Monitor, CAO, and Chiefs of Schools shall conduct a randomly selected review of redacted evaluations each month.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
8	Establish Zone Offices led by Chiefs of Schools with staff to support each zone. The staff should minimally include staff developers for math, ELA, science, social studies, special education, English as a new language/bilingual education, and data.	**1.** By December 30, 2020, the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations**.** 2. By April 15, 2021, the Task Force shall share new zone configurations recommendations. ***3.*** By May 2022, funding for Phase I of a Board-approved implementation plan to change the geographic configuration and the staffing of RCSD Zones shall be included in the District budget. ***(M)***
9	Establish a biweekly meeting with an academic District leadership team representing the offices responsible for finance, enrollment, placement, accountability, human capital, and institutional technology to discuss staffing allocations and projections.	The Monitor will attend, preview agendas, and monitor outcomes from meetings effective immediately.
10	District administration should annually, by March, submit to Executive Leadership and the State Monitor a talent management plan, including a budget, for each collective bargaining unit, including strategies for the following: talent acquisition, onboarding and integration, leadership and management development, performance management, and succession planning.	1. Meeting agendas and notes 2. Talent Management Plan
11	Effective immediately, all school or district leadership positions with any oversight for Receivership Schools shall include the participation of the State Monitor in the interview and selection process.	1. Meeting participation 2. Interview Notes ***3.*** Resume Reviews ***(N)***

Table 8: Findings for Instructional Transformation Domain

NO.	FINDING	TYPE OF FINDING
1	RCSD students use outdated textbooks in at least two of the four core content areas. Science and Social Studies textbooks have copyright dates of 2002. New York State assessment standards have been modified twice since the copyright dates of the science and social studies books used by teachers and students. The information contained in these books is not aligned to the standards being tested on NY State assessments.	**State Monitor Finding**
2	Collective bargaining agreements limit instructional observations, which creates challenges in conducting timely evaluations of staff.	**State Monitor Finding**
3	A student is considered chronically absent if they are absent 10% or more of enrolled attendance days. During the 2020 school year, RCSD recorded chronic absentee rates between 58% and 72% for high school students and between 35% and 68% for students in grades 1 through 8.	**State Monitor Finding**
4	Collective bargaining agreements are currently a barrier to instructional accountability. All Memorandums Of Understanding (MOAs) and Memorandums Of Agreement (MOAs) shall be negotiated to maximize opportunities for instructional accountability.	**State Monitor Finding**
5	The Department of the Chief Academic Officer (CAO) is under-resourced. Currently, the following staff report to the CAO: ▪ Executive Director of Professional Learning ▪ Executive Director of Health, Physical Education (PE) and Athletics ▪ Direct of English Language Arts ▪ Executive Director of Early Childhood Education ▪ Director of Social Studies and Community Services Learning ▪ Director of Mathematics ▪ Director of Visual Art and Performing Arts ▪ Instructional Director of Library and Media Services ▪ Director of Career and Technical Education (CTE) (vacant) ▪ Director of Science(vacant) ▪ Director of Careers in Teaching Poor academic achievement across the District requires a fully resourced team of highly qualified content specialists prepared to lift the curriculum, instruction, and assessment quality for all content areas and all student populations, including students within the special education and bilingual education programs.	**State Monitor Finding**

NO.	FINDING	TYPE OF FINDING
6	The Chief of Schools is under-resourced. Currently, four Chiefs of Schools and two administrative assistants are expected to supervise and support schools in a District with over 60 schools and programs, including 16 schools designated by the NY State Education Department as being among \the persistently lowest-performing schools in the State.	**State Monitor Finding**
7	The District does not implement a systemic Response To Intervention (RTI) program, which violates the Commissioner of Education's Regulations	**State Monitor Finding**
8	Achievement outcomes for the District remain statistically unchanged and continue to lag the State average. The mathematics proficiency rate during 2019 for RCSD students in grades 3 through 8 was 13%. During the same period, the average growth of RCSD students in math compared to similar students across the State showed a decline.	**State Monitor Finding**
9	Achievement outcomes for special education students attending District schools remain statistically stagnant and continue to lag State averages. The percentage of students with disabilities who performed at or above proficiency on the NY State ELA assessment in grades 3-8 increased by 1% between 2018 and 2019. In 2019, 3% of students with disabilities performed at or above proficiency on the State assessment.	**State Monitor Finding**
10	Achievement outcomes for English Language Learners (ELLs) in District schools remain statistically stagnant and continue to lag the State average. The percentage of ELLs who performed at or above proficiency on the NY State English Language Achievement Tests (NYSESLAT) proficiency assessment increased by 1% between 2018 and 2019. In 2019, 4% of ELLs performed at or above proficiency on the State assessment.	**State Monitor Finding**
11	Although graduation rates appear to be improving, other metrics indicate high school instructional programs in the District are not adequately meeting the needs of students. The graduation rate gap between students who are and are not low-income is 20%s. The graduation rate for low-income students was 60% during the 2019 school year. The graduation rate for the 2020 -21 school for RCSD high schools was 65.4%.	**State Monitor Finding**
12	An RCSD systemic theory of action for turning around low-performing schools has not been established. A reorganization of the Accountability Department and new leadership have been instituted.	**State Monitor Finding**
13	Professional development is not aligned and linked to strategic District needs. Teacher freedom to "opt-out" contractually targeted capacity building.	**State Monitor Finding**

NO.	FINDING	TYPE OF FINDING
14	There is little evidence that disaggregated student achievement data is routinely used to inform instructional decisions. The use of formative and summative assessments aligned to NY State Standards in literacy and numeracy was not evident.	**State Monitor Finding**
15	Student attendance and performance in the RCSD summer school program, according to staff records, had low student attendance and low student pass rates. Only 21% of the students successfully completed the courses taken. Students were allowed to enroll in up to four courses. The cost to repeatedly offer the same courses while students continue to fail requires a review of all instructional programming throughout the year, including the Extended School Year (ESY).	**State Monitor Finding**

Table 9: Recommendations for Instructional Transformation Domain

YEAR ONE, 2020 -21

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
1	The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.	1. Effective immediately, a cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet. 2. All MOAs and MOUs related to any collective bargaining units shall become an agenda item at the HR Committee of the Whole, effectively immediately. 3. All MOAs and MOUs that impact the teaching and learning process and the District finances shall be presented to the Board for discussion, effective immediately. 4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. 5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.

Table 9: Recommendations for Instructional Transformation Domain Continued

YEAR ONE, 2020 - 21

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
2	Consolidate Multi-Language Learner (MLL) and English as a New Learner (ENL) into one Department, Bilingual Education, and World Languages. The (BEWL) shall report to the CAO. Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner's Regulations Part 154, (Commissioner's Regulations Part 200)) for all administrators and teachers.	The District administration shall adhere to the following: **1.** By September 2021**,** create a new Department of BEWL under the supervision of the CAO**.** 2. Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs. ***(M)***
3	Create a course of studies that includes updating policies for curriculum and instruction.	By February 2021, the District administration shall submit the first draft of the RCSD Secondary Course of Studies to the ESA COW and State Monitor for review.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
4	Revamp the RCSD Summer School Program, including ESY.	By March, the administration shall develop for implementation an annual plan for summer school programming that outlines the following: ▪ Summer School Purpose and Goals ▪ Budget ▪ Target student population ▪ Eligibility to participate ▪ Program Structure (virtual, blended, brick & mortar) ▪ Staffing Structure and Process ▪ Recruitment Strategies ▪ Instructional Design ▪ Instructional Materials ▪ Grading Policies and Protocols ▪ Leadership Structure ▪ Supervision Protocols ▪ Program Evaluation ▪ Communication Plan ▪ Student Registration Plan ***(M)***
5	Implement a yearly training for school counselors that includes technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy Design, and CTE counseling.	By July 2021, the administration shall implement yearly training for school counselors. Artifacts for review by the State Monitor to demonstrate district implementation may include agendas, student schedules, and transcripts.

YEAR TWO

6	Students are considered chronically absent if they are absent > 10% of enrolled attendance days. During the 2019 school year, RCSD recorded chronic absentee rates between 58% and 68% for high school students and between 35% and 48% for students in grades 1 through 8.	1. By September 1, 2021, all school leadership teams shall be trained on the Power school Student Information System, with a focus on modules for attendance (including no-show tracking), grading, master scheduling, parent portal, behavior tracking, health, early warning, and graduation tracking. 2. District administration will provide evidence quarterly of the increase in the utilization of the modules referenced above. 3. By January 31, 2021, the Superintendent shall initiate a feasibility study to dismantle or modify the RCSD Managed Choice Policy the results of the study should be shared with the public at a Board meeting by December 30, 2021. 4. Beginning December 30, 2021, the District administration will provide evidence quarterly to support the decision and resulting implementation regarding the Managed Choice Policy. 5. By September 2023, the superintendent shall complete the transition of elementary schools to the neighborhood community model, contingent upon recommendations of a feasibility study.
7	Establish a comprehensive assessment program to measure levels of proficiency for content standards, English Language acquisition, reading level, and college and career metrics.	Approve an annual RCSD comprehensive assessment program by April. ***(M)***
8	By May 31, 2022, develop or modify the following policies: Grading, Retention, and Promotion. The secondary course catalog should include all updated policies.	1. Grading Policy 2. Retention Policy 3. Promotion Policy 4. Policy COW Meeting Agendas ***5.*** Board Agendas ***(N)***

Table 9: Recommendations for Instructional Transformation Domain Continued

MULTI YEAR

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
9	Update all District curriculum materials.	1. By April 2021, present a multi-year curriculum adoption schedule to the ESSA COW that shall include a cost analysis. 2. By July 1, 2021, present the final adoption schedule as a resolution to the Board ***3.*** By February 2022, the RCSD administration shall present to the Superintendent a plan and budget for removing all dated curricular materials from schools and storage spaces. ***(M)*** ***4.*** By February 2022, the RCSD administration shall present a plan and budget to the Superintendent and the Board to remove all dated curricular materials from schools and storage facilities. ***(M)*** 5. Create and implement a curriculum adoption plan to provide students and teachers with updated curriculum materials beginning September 2021 through June 2025
10	The District shall make a good faith effort to remove from collective bargaining agreements constraints on how and when the administration and other instructional leaders can conduct informal and formal observations.	1. A cost and program analysis of all MOAs and MOUs shall be presented as an agenda item for the executive cabinet and the State Monitor effectively immediately. 2. All MOAs and MOUs related to any collective bargaining units shall become an agenda item at the HR Committee of the Whole, effectively immediately. 3. All MOAs and MOUs that impact the teaching and learning process and the District finances shall be presented to the Board for discussion, effective immediately. 4. All MOAs and MOUs shall be negotiated by administrators selected by the Superintendent to serve on the Superintendent's negotiation team. 5. The State Monitor shall attend or receive minutes from all RCSD negotiation meetings.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
11	Full implementation of the Annual Professional Performance Review (APPR).	.Beginning no later than October 1, 2021, a random monthly review of redacted evaluations (teacher and principal) shall be conducted by the State Monitor, HCI, CAO, and Chiefs, of Schools to ensure full implementation of the District's APPR plan. ***(M)***
12	Effective immediately, adopt the current Data Wise model as the District model for data-driven decision-making and school and District improvement.	1. School Improvement Plans 2. Executive Leadership Cabinet minutes and notes 3. Walkthrough Data 4. Professional Learning Community agendas and notes ***5.*** ESA COW presentations ***(N)***
13	Effective immediately, create a process for the identification and placement of ELLs, which includes the use of the Home Language Questionnaire and, as necessary the Informational Interview, the New York State Identification Test for ELLs (NYSITELL), the Language Proficiency Team review for students with IEPs and the district has chosen identification tool for Students with Interrupted Formal Education (SIFE), with fidelity. The process should be presented to the State Monitor, Deputy for Teaching and Learning, and the Associate Commissioner from the Office of Bilingual Education and World Languages by March 1, 2022. Create a Welcome Center in a central location to facilitate this process for families of ELLs.	1. Implementation Plan 2. Parent Surveys 3. Observation Data 4. Sample redacted questionnaires 5. Website ***6.*** District Communication ***(N)***
14	Effective July 1, 2022, implement a mandated Annual Bilingual Equity and Civil Rights Institute for central office administrators, school leaders, and teachers. Include appropriate funding beyond Title III to support implementation with fidelity	1. Implementation Plan 2. Walkthrough Data 3. Student Achievement Data 4. Student Behavioral Data 5. Parent Surveys ***6.*** Student Surveys ***(N)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
15	Effective July 1, 2022, implement the NYSED-sponsored "Bridges to Academic Success" curriculum for Students with Interrupted Formal Education. Include appropriate funding beyond Title III to support implementation with fidelity.	1. Implementation plan 2. Walkthrough data 3. Student achievement data 4. Inclusion in the RCSD Course Catalogue ***5.*** Budget ***(N)***
15	Effective immediately, there shall be timely and complete adherence by the District to NYSED Corrective Action Plan for English language learners and the court-ordered Consent Decree. Include special education and BEWL as part of core training (e.g., English Learner Tool Kit, Commissioner's Regulations Part 154, (Commissioner's Regulations Part 200) for all administrators and teachers.	Starting July 1, 2021, hold all school and District leaders responsible for BEWL and special education student outcomes through a collection of agendas, evaluations, and walkthrough data as part of an instructional rounds protocol; conducted monthly by Chiefs.
16	Create a course of studies that includes updating policies for curriculum and instruction, updated CTE offerings, and updated pathways to college and career.	1. Annually by January 15, 2022, the District administration shall submit the semi-final draft of the RCSD Secondary Course of Studies to the ESA COW and State Monitor for review. ***2.*** A final draft of the RCSD Secondary Course of Studies should be presented to the State Monitor, the Executive Steering Committee of School-Based Teams, selected student groups, and the Board for final approval before February 15, 2022. ***(M)***
17	School counselors should transition to the Division of Teaching and Learning during the 2022-23 school year. Implement a yearly training for school counselors that includes technical knowledge in the areas of transcript review and development, master scheduling, analysis of foreign transcripts, familiarity with the RCSD Course of Studies, Freshman Academy Design, and CTE counseling, aligned to the ASCAA Professional Standards and Competencies.	1. Agendas 2. Student schedules 3. Student Transcripts 4. Professional Development Plan 5. CTE Completer/Perkins Data 6. Master Schedules

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
18	Establish a comprehensive assessment program to measure levels of proficiency for content standards, English language acquisition, reading level, and college and career metrics. A Comprehensive Assessment Program should be developed annually, by March 30, and minimally include the following: • Name of assessment, • purpose, target audience, • frequency of administration, • duration of administration, • modality of administration, • accommodations for ELLs and students with an IEP, and • how data will be shared and utilized to improve instruction The program should also include commonly used college readiness assessments like Accuplacer, ASVAB, SAT, ACT AP, IB, etc.	1. Funding for all assessment tools included in the new assessment program shall be included in every RCSD budget, beginning with the 2021-22 RCSD budget. ***2.*** Effective immediately and continuing annually, data from assessments given as part of the RCSD Comprehensive Assessment Program should be submitted to the State Monitor in a mutually agreed-upon format within ten business days following the conclusion of the administration of the assessment. ***(M)***
19	A multi-year CTE plan should be co-developed with school leaders, industry experts, and community stakeholders to be shared with the executive cabinet and implemented by February 2022.	The CTE plan should be shared with the following: 1. State Monitor 2. Executive Cabinet 3. Board 4. Executive Steering Committee of School-Based Teams, 5. Chiefs 6. Principals 7. PTA/PTO Leadership

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
20	Revamp the high school selection process to: 1) Become more family and student-friendly 2) Include more family and student involvement 3) Better align with the budget and staffing schedule Develop a comprehensive, user-friendly course of studies that clearly outlines all the necessary information for users to chart the instructional pathways offered by the district to ensure successful on-time graduation, resulting in a college and career-ready graduate. Establish a laser-like focus on the Grade 8 to 9 transition, including a freshmen academy structure. Create a portfolio of high school programming based on need, interest, and industry outlooks. Create a yearlong Virtual Academy for grade 8 through grade 12 coursework, offering core, enrichment, Career and Technical Education (CTE), and college courses.	The District administration shall adhere to the following: 1. By December 15, 2021, submit the final draft of a revised RCSD high school selection process to the Instructional Council and the Monitor. 2. By March 2022, submit to the Board for consideration a resolution approving the implementation of a revised high school selection process. 3. Begin to implement the new selection process, starting with students who first enter grade 9 in fall 2022. 4. By February 2022, submit a final draft of a comprehensive RCSD Course of Studies to the Monitor. 5. By February 2022, submit a final draft of the RCSD Course of Studies to the Board for action and full implementation in fall 2022. 6. By September 2022, establish and submit the core components of a freshmen academy in each high school. 7. Begin establishing a portfolio of school programming by cohorts of schools. For example, cohort I completed by August 2021, Cohort II was completed by August 2023, Cohort II was completed by August 2025. 8. By August 2023, re-establish an upgraded RCSD Virtual Secondary Academy. ***9.*** By August 2023, implement an RCSD portfolio of high school programming. ***(M)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
21	Annually by April 1, the administration will present a summer school plan, including ESY, to the public that outlines the following: • Summer School Purpose and Goals, • Budget, • Target student population, • Eligibility for student participation, • Program structure, • Staffing structure, • Staffing plan, • Instructional design, • Instructional materials, • Grading policies and protocols, • Leadership structure, • Supervision protocols, program evaluation, • Communication plan, • Student entry and dismissal protocol and • The staff reduction protocol	1. Plan 2. Meeting Agendas 3. Budget 4. Professional Development offerings 5. Organization Chart ***6.*** Summer School Brochure ***(N)***
22	Annually by September 30, the administration will present a comprehensive summer school report documenting all components of the summer school programs, including student academic outcomes disaggregated by program and ESSA reporting subgroups	RCSD Annual Summer School Final Report to be shared as follows: 1. State Monitor 2. ESA Committee 3. Executive Leadership 4. Executive Steering Committee of School-Based Teams 5. Chiefs 6. Principals ***7.*** PTA/PTO Leadership ***(N)***
23	By March 1, 2022, implement an action plan to address the disproportionately low graduation rates and disproportionally high dropout rates of Black and Hispanic, RCSD male students.	1. Quarterly RCSD District drop-out rates 2. Quarterly RCSD reports of students on track to graduate 3. These quarterly reports should be shared as follows: a) State Monitor b) ESA Committee c) Executive Leadership d) Executive Steering Committee of School-Based Teams e) Chiefs f) Principals ***g)*** PTA/PTO Leadership ***(N)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
24	All future collective bargaining agreements, including MOAs, MOUs will be negotiated by a team of negotiators led by the CFO, CHR, and Deputy of Teaching and Learning	A multi-year negotiation strategy shall be established by the negotiation team and presented to the Superintendent by October 15th of every year.
25	Restructure Central Office by reducing staff and reassigning key staff positions to schools and zone offices. This will provide greater resources in better alignment with school needs. This will also improve the timeliness of responses to school needs. This will help to alleviate reported frustration from school-level teachers and administrators regarding the support received from the Central Office. Zone offices shall include content specialists trained using research or evidence-based coaching model.	**1.** By December 30, 2020, the Deputy of Teaching, Learning, and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations**.** 2. By May 15, 2021, the Task force shall share recommendations for new Zone configurations. ***3.*** Phase I of a Board-approved implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2022-23 RCSD budget. ***(M)***
26	Research and evidence-based achievement acceleration strategies (e.g., curriculum compacting, reading, and writing across the curriculum, mastery testing) shall be employed to increase successful participation in dual enrollment and other advanced placement course offerings	Effective January 1, 2022, establish a process to share samples of evidence of the implementation of the Response to intervention (RTI) and Multi-tiered system of supports (MTSS) process for students in grades 3, 6, 8, and 9 to the State Monitor during the 4-6 week cycle reviews with Chiefs.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
27	Develop, modify or confirm a Theory of Action with accompanying action steps to address 1-2 selected common problems of practice for Receivership, CSI, and TSI schools.	The District administration shall, on an annual basis, adhere to the following: 1. By February 2021, identify Problems of Practice as areas of focus for low-performing schools. 2. By May 2021, establish professional development and support for schools aligned to the identified problems of practice. 3. Establish monitoring tools and schedule for classroom visits to facilitate the observation and feedback cycle. The data shall be analyzed biweekly and submitted for review by the State Monitor. This process shall begin in fall 2021. 4. Establish a forum for school and district leaders to examine benchmark data related to problems of practice on a 4 - 6 week basis. This process shall begin immediately. 5. Beginning September 2021, maintain a dashboard of leading indicators for all schools. Require school chiefs to report on the progress of their zone schools once a month at cabinet meetings. The Superintendent shall fully implement the Superintendent Receiver powers defined by State Education Law (§211-f) pertaining to School Receivership. ***(M)***
28	Annually, under the leadership of the Deputy Superintendent for Teaching and Learning, the administration will develop a continuum of learning for ELL students.	The continuum of learning will be presented to the following: for feedback: 1. ESA Committee and 2. Bilingual Education Committee 3. State Monitor 4. Executive Steering Committee of School-Based Teams 5. Principals 6. Chiefs ***7.*** PTA/PTO Leadership ***(N)***
29	Timely and complete adherence to all provisions of the CAP administered to the District by the Office of Bilingual Education and World Language	1. Reports ***(N)***
30	Annually, principals and their instructional teams will receive a minimum of 5 hours of training on how to create student-focused master schedules starting December 30, 2022.	1. Agendas 2. Evaluations 3. Professional Development Proposal ***4.*** Budget ***(N)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
31	Hold District personnel accountable for student performance outcomes	1. A Schedule of evaluations should be developed on or before August 2021. 2. All personnel should be evaluated every year. 3. All personnel shall have performance goals aligned to student outcomes.

Table 10: Findings for Culture Shift Domain

NO.	FINDING	TYPE OF FINDING
1	A disproportionate number of Black students face extreme consequences for minor infractions in school. The District has taken multiple steps to address this concern. A revised draft of the Code of Conduct has been presented to the Board for review. In addition, the onset of the pandemic, resulting in the District adopting a virtual education model, has highlighted the need for further revision of the Code of Conduct to reflect potential infractions in a virtual learning environment**.**	**Distinguished Educator Carried Over Finding**
2	The Distinguished Educator Report noted that responses to trauma were often inadequate. However, the State Monitor posits this has improved. During the pandemic, school and District employees rallied together to make sure families were supplied with food, Chromebooks, and Wi-Fi to support the needs of Rochester children and their families. RCSD collaborated with local agencies and CBOs to provide safe places throughout the city for students to attend during the first ten weeks of virtual learning. RCSD staff also provided support throughout the community due to two tragedies that garnered national attention.	**Distinguished Educator Carried Over Finding**
3	Although Multi-Tiered Systems of Support is mentioned on the District website, there has been no evidence demonstrating that RCSD has a systemic framework for implementing a Multi-Tiered Systems of Support with fidelity and uniformity.	**State Monitor Finding**
4	Programs highlighted on the District website emphasize the social and emotional support provided to youth based on race. However, less support is documented for youth based on culture, sexual orientation, language, or disability.	**State Monitor Finding**
5	Systemic training has been offered to staff in restorative practices and culturally responsive teaching strategies. In addition, the new RCSD Strategic Plan continues to address this area for district improvement by its inclusion as a priority area for the district for at least the next five years.	**Modified Distinguished Educator Finding**
6	Plans have been initiated to rebuild the Parent Advisory Council (PAC). PAC will have members representing each of the 60 schools in the District. Bylaws for PAC have been forwarded to the Superintendent for review and approval.	**Modified Distinguished Educator Finding**

NO.	FINDING	TYPE OF FINDING
7	A new Parent Engagement Plan is being developed to align with the new RCSD Strategic Plan. The Parent Engagement Plan is being developed with support from the Parent Leadership Training Institute (PLTI). There is a systemic need to define parent engagement in RCSD. The connection between engaged parents, student enrollment, student behavior, chronic absenteeism, and academic outcomes is not evident throughout the organization. The job descriptions for parent liaisons and home school assistants are dated and do not include the responsibility to support School-Based Planning Teams. RCSD elected to meet this requirement by establishing School-Based Planning Teams in every school according to 8NYCRR 100.11(b). Principals supervise parent liaisons and home school assistants, but the level of accountability for ensuring these staff members are performing duties to support parents is unclear.	**State Monitor Finding**

Table 11: Recommendations for Culture Shift Domain

MULTI YEAR

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
1	The District administration shall adhere to the New York State Education Commissioner Regulation for Response to Intervention (RTI), offered in English and Spanish. RTI is an approach for establishing and redesigning teaching and learning environments to be effective, efficient, relevant, and durable for all students, families, and educators.	The District administration should adhere to the following on an annual basis: 1. Include training for school leadership teams on the requirements for implementing Response to Intervention immediately. ***2.*** Require each school to submit an RTI plan to School Chiefs for review and approval by January 31. ***(M)***
2	Expand website messaging to address cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. District and school websites should also provide multilingual, easy access to the following: • CRSSA funding information • ARP funding information • Current and previous year's budget • Extended Learning Opportunities for students • Current Course Catalogue • Revised High School Selection Process • Major District Initiatives	All District websites shall be updated with a position statement about cultural competency, equity, bullying, and diversity issues related to culture, sexual orientation, language, or disability. All websites shall be updated semiannually by January 1 and September 1. ***(M)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
3	District administration should provide proof of adherence to all bylaws of the Bilingual Education Council by January 31 and September 30 of every year.	Proof the District is adhering to all bylaws of the Bilingual Education Council should be presented to the following: 1. ESA Committee 2. Bilingual Education Committee 3. State Monitor 4. Executive Steering Committee of School-Based Teams 5. Principals 6. Chiefs ***7.*** PTA/PTO Leadership ***(N)***
4	Continue the process of increasing membership in the PAC. Increase visibility and partnership between PAC, District leadership, and the schools.	1. The Board shall approve bylaws for the PAC by March 1, 2021. 2. By March 15, 2021, guidelines for facilitating a Parent Teachers Organization (PTO) or a Parent Teachers Association (PTA) shall be forwarded to principals and Chiefs. Each school in the district shall have an active PTO or PTA and SEPTA where appropriate. 3. The Superintendent shall have regularly scheduled PAC meetings beginning April 1, 2021.
	The Superintendent or designee will meet with the Executive Steering Committee of School-Based Planning Teams quarterly to exchange information on needs and opportunities to improve outcomes for RCSD students.	1. Meeting Agendas 2. Meeting notes ***3.*** Executive Cabinet Agenda ***(N)***

Table 12: Findings for Systems, Resources, and Structures Domain

NO.	FINDING	TYPE OF FINDING
1	The District's financial and Human Resource (HR) system has not been adequately upgraded since 2008 and requires significant custom programming to produce needed reports. When tested for accuracy, the reports have been found to contain erroneous information. Only, a small, select group of individuals can create the report. These staff members continually write programs to try to make the system functional. The status of the financial management system is such that the manufacturers of the system refuse to provide support for the system, forcing the District to spend the additional funding on a third-party vendor to maintain the system.	**State Monitor Finding**
2	Many RCSD Board policies have not been reviewed or updated with regular consistency. An excerpt from the minutes of the Policy Committee of the Whole scheduled on June 2, 2020, indicated the committee would be focusing on the review and update of the Code of Conduct, the Student Attendance Policy, the Purchasing Policy, AIS Compensatory Services, as well as the Student Data Policy. General Counsel called attention to policies that may not have been updated in several years and that the Committee would eventually be reviewing as well for potential updates.	**State Monitor Finding**
3	The student information management system (SIMS) has not been fully implemented. In addition, not all necessary staff members have been adequately trained. There is evidence that a comprehensive implementation plan was not executed with fidelity for the system's launch in the District.	**State Monitor Finding**
4	The District administration has instituted the use of "patches" to customize the SIMS. Micro programs are written to customize the SIMS. This practice can result in a challenge similar to that currently faced by the District with the financial management system. Manufacturers of management systems can refuse to service their systems when too many patches are written for their system. The District would be forced then to find a third-party vendor to service the SIMS, because the manufacturer would no longer support a system with added programs or patches. This has already occurred with the Financial Management System. The District's failure to pay for routine updates and the multiple patches written for the system by RCSD personnel has resulted in multiple third-party vendors being hired to maintain the system. The practice of writing patches also results in individual RCSD staff members elevating themselves to sole service providers within the District. These individuals become the only individuals able to work on various modules in the system because they are the individuals who wrote the program or patch within the system.	**State Monitor Finding**
5	RCSD is overstaffed with teachers and administrators. Principals often lead ancillary school programs; the average student-to-teacher ratio in the District is between 9 to 14:1. Collective bargaining agreements indicate a range between 25:1 to 28:1.	**State Monitor Finding**

Table 12: Findings for Systems, Resources, and Structures Domain Continued

NO.	FINDING	TYPE OF FINDING
6	A standard operating procedure where guidelines are provided to assign personnel is not consistently implemented. In addition, a careful redistribution of resources would reduce the risk of overstaffing.	**State Monitor Finding**
7	A review of 201 MOUs and MOAs reveals a troubling pattern of contract extensions outside of normal negotiations that have had far-reaching fiscal implications from 2015 to the present. The net result appears to be financial obligations that resulted in multi-year deficits of which Board members were unaware.	**State Monitor Finding**
8	For multiple years, changes in personnel at the central office and school levels have impeded effective program evaluation. As a result, grant-funded initiatives are terminated and appear to be immediately absorbed into the operating budget without a return on investment analysis to determine efficacy.	**State Monitor Finding**
9	There are 9 different school configurations in RCSD. They include: ▪ Pre-K - 6 ▪ Pre-K - 8 ▪ K - 6 ▪ K - 8 ▪ K - 12 ▪ 6 - 8 ▪ 7 - 8 ▪ 7 - 12 ▪ 9 - 12 The multiple school configurations have contributed to the underutilization of school buildings, which leads to greater facilities and operations costs. Multiple grade configurations impede vertical articulation and collaboration between schools. The current district model impedes the ability to conduct student cohort data analysis as a strategy to improve student outcomes.	**State Monitor Finding**
10	RCSD pays over $40,000 in dues to remain a member district of the Council of Great City Schools (CGCS). However, the District is rarely a participant in the research produced by the Council that provides valuable information to urban school leaders. One example is the Managing for Results publication from CGCS. This publication provided information to districts about managing operations and finances in urban districts. The publication also identified member districts that were exemplars in each area measured in the study.	**State Monitor Finding**
11	The Managed Choice Policy, where fewer than half of the District's families participate, has contributed to higher transportation costs, higher chronic absenteeism, and an inequitable and inefficient student placement process.	**State Monitor Finding**

Table 12: Findings for Systems, Resources, and Structures Domain Continued

NO.	FINDING	TYPE OF FINDING
12	The State Monitor concurs with the need to create comprehensive operating protocols and procedures that do not exist currently for the Specialized Services Department. The Specialized Services Department is in the process of developing updated protocols and procedures. Clearly defined procedures, including desk procedures to specify how to perform daily responsibilities, should be formalized. Protocols and procedures should be comprehensive, clear, detailed, and current to ensure consistent application with internal and external regulatory requirements. Written formalized protocols and procedures that align with Commissioner's Regulations Part 200 should be established for all of Specialized Services, including the referral process, parental consent, evaluations, Committee on Special Education meetings, annual reviews and re-evaluations, due process, Individualized Education Programs (IEP), IEP Direct, timelines, and deadlines.	**Auditor General Carried Over Finding from 2016**
13	Inconsistencies continue to be noted in the quality of the information received and activities performed across schools and personnel in the area of special education, as pointed out in the Auditor General's Report from 2016. Differences continue in the referral process, evaluation process, scheduling, parental consent, status tracking, documentation, annual review, related services, and other operating practices. Clarity regarding each functional role and required activities that must be performed should be documented and enforced. Defined roles, responsibilities, and deliverables will facilitate consistency in operations. Consistent roles across schools will simplify processing and provide efficiency in overall operations. Clearly define and document roles, responsibilities, and deliverables for each role in the Special Education process. Specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators, and Directors. Implement procedures to Monitor and provide feedback to facilitate compliance.	**Auditor General Carried Over Finding from 2016**
14	Establish a simplified summary of key compliance components in Part 200 for Specialized Services staff use. Ensure that District operating protocols are referenced to the document to facilitate compliance.	**Auditor General Carried Over Finding from 2016**
15	Ensure the timely finalization of student IEPs after the Committee on Special Education (CSE) meeting. Develop standard deadlines for finalizing IEPs, establish procedures, and designate responsibility for facilitating timely parent receipt.	**Auditor General Carried Over Finding from 2016**
16	Develop a method for tracking the status of Special Education placements. Ensure that adequate monitoring, oversight, and analysis exists for the process to ensure the timeliness of the placement.	**Auditor General Carried Over Finding from 2016**

Table 12: Findings for Systems, Resources, and Structures Domain Continued

NO.	FINDING	TYPE OF FINDING
17	Develop standards for implementing clear instructional requirements in student IEPs to improve placement decisions and designate a place within the IEP where the information should be consistently maintained. In addition, provide training and monitoring for relevant staff to facilitate consistent performance. Utilize the information for placement decisions.	**Auditor General Carried Over Finding from 2016**
18	Establish an effective process for ensuring the timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee.	**Auditor General Carried Over Finding from 2016**
19	Regulations of the Commissioner of Education Part 200 provide guidance for educating students with disabilities. The State Monitor concurs that one easy to understand, a district-wide document that facilitates a consistent application of the regulations, would be beneficial to the District community.	**Auditor General Carried Over Finding from 2016**

Table 13: Recommendations for Systems, Resources, and Structures Domain

YEAR ONE

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
1	District administration should establish an effective process for ensuring the timely completion of annual reviews. Establish timelines for finalizing the annual reviews by the Special Education Chief or designee.	Effective immediately, the District should establish an effective process for ensuring timely completion of an annual review in alignment with the budget and staffing process.
2	The District Auditor General shall conduct a review of all MOAs and MOUs from 2015 to the present.	1. The District Auditor General shall begin the audit by December 2020. 2. The audit results shall be presented by March 31, 2021, to the cabinet and the negotiating team for collective bargaining.
3	Adhere to staffing allocations as stipulated in Collective Bargaining Agreements (CBAs).	Chief of HC shall facilitate the development of a reduction in staff plan for the Superintendent in accordance with the provisions of the CBAs by December 31, 2020. The Chief of HC shall facilitate the development of an annual reduction in staff plan for the Superintendent according to the provisions of the CBAs by a specified date mutually agreed upon by the Superintendent and the State Monitor.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
4	All contracts and resolutions must include a cost analysis.	1. All contracts shall come through the legal office, effective immediately. 2. The State Monitor shall continue to randomly select contract request documentation for review. 3. Effective immediately, all resolutions shall include a cost analysis and be reviewed at the cabinet and at a designated committee meeting. 4. Expenditures on contracts shall be reduced to align with the expenditures on contracts in comparable districts. 5. Artifacts might include expenditure reports
5	Develop written, formalized protocols and procedures that align with Commissioner's Regulations Part 200. Effective December 1, 2021, RCSD, in collaboration with NYSED, will identify and adhere to specific benchmarks for progress monitoring the RCSD Special Education Department.	1. By April 30, 2021, the District administration shall develop and implement written protocols and procedures for all Specialized Services processes, including referral, parental consent, evaluations, CSE meetings, annual reviews and re-evaluations, due process, and IEPs, and IEP Direct. 2. By April 30, 2021, ensure that all special education procedures comply with Part 200 3. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State Monitor monthly,

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
6	Each functional role and required activities that must be performed should be documented in the Special Education and Supervisors' Users Manuals and enforced.	1. By December 31, 2020, clearly define and document roles, responsibilities, and deliverables for each special education position in a Special Education User's Manual. 2. By December 31, 2020, specifically identify roles and responsibilities for support staff, Teachers, Principals, Specialized Service Administrators, Evaluators, and Directors in the Special Services Supervisor's Manual. 3. By September 2021, train users on how to implement the procedures for monitoring and providing feedback to facilitate compliance
7	Ensure the timely finalization of student IEPs after the CSE meeting.	1. Develop standard deadlines for finalizing IEPs, establish procedures, and designate responsibility for facilitating timely parent receipt in the Users' Manual and the Supervisors' Manual for Special Education by December 31, 2020, and April 15, 2021. 2. Develop a dashboard to allow supervisors to monitor the timeliness of completing IEPs. The dashboard should also allow the reader to review benchmarks for student success and alert appropriate staff of upcoming meetings. This should be completed by May 1, 2021. **3.** Annually, prioritize the processing the annual reviews for students in transition grades 5, 6, 8, and 9, to support the budget development and the master scheduling by April 15. **(M)**

YEAR TWO

8	Restructure the Accountability Office and the Placement Office into a single division to be supervised under the Deputy of Operations and Systems Innovation. The new department shall combine accountability, enrollment, placement, and assessment duties and responsibilities into a comprehensive accountability Department of Research, Assessment, and Planning.	1. The Office of the Deputy of Operations and Systems Innovation and the Deputy Superintendent of Teaching and Learning shall be restructured by August 1, 2021. ***2.*** Artifacts to support will be organization charts and the RCSD budget***. (M)***
9	Effective immediately, present a project management plan with a designated staff member is identified as the lead project manager for the following: a) PeopleSoft Upgrade/Replacement b) Facilities Modernization Plan IFMP) c) Zone Reconfiguration d) School Reconfiguration e) Bilingual Education Continuum of Learning f) Special Education Continuum of Learning	List of Project Leads to the State Monitor by January 31, 2022***. (N)***
10	Effective January 1, 2022, identify a minimum of four key strategies the District will utilize during the 2021-22 and the 2022-23 school years to improve key metrics and outcomes in the Consent Decree for students with disabilities.	Four key strategies should be shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO ***7.*** Executive Steering Committee School-Based Planning Teams ***(N)***

11	Effective January 1, 2022, identify a minimum of three innovative and evidence-based strategies at each grade span; k-5, 6-8, 9-12 the District will utilize during the 2021-22 and the 2022-23 school years to address unfinished learning using CRSSA and ARP funding	Three plans representing a minimum of three strategies for each grade span will begin implementation by January 1, 2022. The plans are to be presented as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs ***4.*** Principals ***(N)*** An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. Executive Steering Committee School-Based Planning Teams
12	Effective January 1, 2022, identify a minimum of four key strategies the District will utilize during the 2021/22 and the 22/23 school years to improve key metrics in the CAP from the OBEWL and outcomes for bilingual students.	Four key strategies shared as follows: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals An executive summary of outcomes from the executing of the four strategies, including supporting data, will be presented by August 31, annually to the following: 1. Executive Cabinet 2. State Monitor 3. Chiefs 4. Principals 5. ESA Committee 6. PTA/PTO 7. BEC ***8.*** Executive Steering Committee School-Based Planning Teams ***(N)***

13	Hold all staff accountable to SOPs for each District department.	1. Effective December 2021, SOPs shall be available on an internal drive for District staff. 2. Artifacts may include a review of evaluations, employee counsel letters, District onboarding materials, and staff handbooks.
14	Effective January 30, 2022, create a charter school coordinator position to serve as a liaison and facilitator between the growing number of charter schools and the various District offices. The coordinator would also be responsible for keeping the cabinet informed and supporting the charter school office with all back-office functions	1. Posting 2. Quarterly Reports from the coordinator 3. Meeting notes and agendas 4. Surveys from Charter schools ***(N)***

Table 13: Recommendations for Systems, Resources, and Structures Domain Continued

YEAR THREE

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
15	Based on the feasibility study for District reconfigurations, establish school models (i.e., Pk-5, 6-8, 9-12) to increase opportunities for vertical and horizontal articulation, academic acceleration, facilities consolidation, and fiscal efficiency.	1. The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study by December 30, 2020: a. District geographic zone configurations and **b.** District school zone configurations by December 30, 2020**.** 2. The Taskforce shall share recommendations for new Zone configurations by April 15, 2021. Should the Board approve recommendations for new Zone configurations, Phase I of the implementation plan to change the geographic configuration and the staffing of RCSD Zones will be budgeted in the 2023 RCSD budget. ***3.*** Effective immediately, the status of the zone and school reconfiguration will be shared with the State Monitor in writing every month. The status update will reflect a phased implementation plan with a corresponding budget. ***(M)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
16	Pending feasibility results, establish neighborhood community model elementary and middle schools.	**1.** The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations by December 30, 2020**.** 2. The Taskforce shall share recommendations for new Zone configurations by May 15, 2021. ***3.*** Pending Board approval using a phased approach, recommendations for a new Zone configuration will be budgeted in the 2023 RCSD budget. ***(M)***

Table 13: Recommendations for Systems, Resources, and Structures Domain Continued

MULTI YEAR

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
17	RCSD shall adhere to the staffing ratios outlined in the collective bargaining agreements. Teachers are teaching approximately at a rate of 50% of the student population they are contracted to teach**.**	1. Effective immediately, every teacher shall have a full schedule and a full class for every instructional school day, aligning with the RTA contract. 2. Artifacts may include a review of master schedules, class lists, and teacher assigned duty roster for each building. 3. Supporting evidence of staff assignments shall be available by July 1 for elementary schools and August 1 for secondary schools.
18	The District will provide a comprehensive quarterly report documenting the number, placement, and duties of all Teachers on Assignment (TOAs) and Teachers on Special Assignment (TOSAs) by the beginning of January 1, 2022, to the State Monitor and Executive Cabinet.	The quarterly report will be presented to the following for feedback: 1. ESA Committee 2. Executive Cabinet 3. State Monitor 4. Principals ***5.*** Chiefs ***(N)***

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
19	Revamp or eliminate the Managed Choice Policy	**1.** The Deputy of Teaching and Learning and the Deputy of Operations and Systems Innovation shall establish a task force to study 1) District geographic zone configurations and 2) District school zone configurations and the Managed Choice Policy by August 30, 2021**.** 2. The task force shall share recommendations for the policy by September 30, 2021. 3. Phase I of a Board-approved implementation plan is to transition to neighborhood community model elementary schools, which will be budgeted in the 2023 RCSD budget.
20	Effective immediately, all recommendations from the Medicaid Compliance Officer for improvement and compliance shall be written to the Superintendent and the State Monitor and corrected with supporting evidence by the Special Education Department within sixty days.	1. Medicaid Reports ***2.*** Special Education response with documentation to support corrections. ***(N)***
21	Upgrade the Student Information Management System (SIMS) and the Financial Management System (FMS), including a training action plan.	1. By April 30, 2021 District shall recommend that the Board of Education approve a plan for the purchase of and transition to an upgraded SIMS and FMS as follows: a. Phase I implemented by fall 2022. b. Phase II implemented by fall 2023. c. Final Phase implemented by fall 2024. 2. Status of Project plan presented quarterly to Executive Cabinet and State Monitor beginning December 2021.

NO.	RECOMMENDATION	EVIDENCE OF IMPLEMENTATION
22	Effective August 31, establish a cohort model for providing 12 hours of training annually to teachers, school leaders, central office leaders, and service providers on best strategies for developing and implementing quality IEPs. Require the same training as part of the onboarding process for teachers, school leaders, central office leaders, and service providers.	1. Review of IEPs 2. Agendas 3. Participation data 4. Professional Development Evaluations 5. Walkthrough Data 6. Medicaid Compliance Reports ***(N)***

Conclusion

The State Monitor believes that the children of RCSD deserve a school system that makes sure District leaders are good stewards of all District resources. The District must use its resources to ensure that teachers are prepared to deliver curriculum and instruction that provides maximum opportunities for students to excel academically in a learning environment respectful of inclusion and diversity. The District must examine how it uses its resources and change course. This can be accomplished in earnest by putting children first and examining the five domains to break the patterns of behavior that have contributed to a pattern of failure.

Final Thoughts

I want to extend my gratitude for the welcoming and responsive reception I have experienced since beginning to work with the staff, parents, and friends of RCSD. This draft plan is designed to be a collaborative effort; therefore, I must thank all who participated by sharing their experiences, knowledge, ideas, data, and wishes for the success of the students served by the District. A special thanks to Superintendent Myers-Small for her steadfast commitment to charting a direction for the District that is responsive to students first. There are many hard-working, dedicated staff members with the difficult job of providing a great education to the youngest citizens of Rochester. However, there are also many areas for improvement. Our next steps are to finalize the plan with the Board and submit it to the Commissioner.

I continue to look forward to our work together on behalf of the students of RCSD.

Respectfully,
Shelley Jallow, Ed. D.

APPENDICES

APPENDIX A:

Board Presentation on Status of DE Recommendations

https://drive.google.com/file/d/1XmK-qVxbkcOOP14vVomHLbXOf3UBoqi-/view?usp=sharing

https://drive.google.com/file/d/1n8EMedj931SLezU2KV3yVYyOTDyCfSjm/view?usp=sharing

https://drive.google.com/file/d/1iaea4-z7U_AccbbudE7HXEnbZp5YLk7u/view?usp=sharing

APPENDIX B:

Status of Distinguished Educator Recommendation Implementation

Organized by Domains Based on 11/14/2018 Report by Jaime R. Aquino, Ph.D.

DOMAIN 1 Turnaround Leadership	DOMAIN 2 Talent Development	DOMAIN 3 Instructional Transformation	DOMAIN 4 Culture Shift	DOMAIN 5 Conditions for Success *Systems and Resources*
Governance and Leadership, 21 Findings 7/21 Resolved 3/21 NA 11/21Current Finding	**Human Capital, 9 Findings** 2/9 NA 7/9 Current Findings	**Teaching and Learning English, 15 Findings** 3/15 Resolved 4/15 NA 8/15 Current Findings	**School Climate, 5 Findings** 3/5 Resolved 2/5 NA	**Finance, 10 Findings** 5/10 Resolved 2/10 NA 3/10 Current Findings
		English Language Learners, 13 Findings /13 Resolved 7/13 NA 6/13 Current Finding	**Parent and Community Engagement, 6 Findings** 4/6 Resolved 2/6 Current Finding	**Organizational Structures, 6 Findings** 2/6 NA 4/6 Current Finding
		Special Education, 8 Findings 8/8 Current Finding		**Operations, 5 Findings** 1/5 Resolved 3/5 NA 1/5 Current Finding
				Accountability, 6 Findings 2/6 Resolved 4/6 Current Findings

NOTES:

1. ***Resolved*** means RCSD acted upon implemented and completed the DE recommendation.

2. ***N/A*** means recommendation is no longer applicable post reporting of findings due to contextual variables in RCSD.

3. ***Currently means*** RCSD acted upon, implemented, but the DE recommendation has not been completed.

Rochester Distinguished Educator Report Link:
http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and

APPENDIX C:

Documents Reviewed by State Monitor

Distinguished Educators' Report (2018)	Review of 2017-2018, 2018-2019, 2019-2020, 2020-2021 Rochester City School District Budgets	RCSD Reopening Schools Plan (2020)	Special Education Report. Elliot (2017)
Sampling of School Comprehensive Plan (2020)	Council of Great City Schools Managing for results report (2019)	Draft Consent Decree Special Education (2018)	Rochester Teachers Contract (2020)
The Status of Latino/Bilingual Secondary Students in Rochester City Schools, Harris (2016)	Office of Comptroller Reports, 2020, 2019	The Children's Agenda Rochester City School Budget, Policy Brief, September 2020	Association of Supervisors and Administrators Contracts (2020)
Progress Report: Budget Development and Administrations	New York State Department of Education CR 154 Corrective Action Plan Quarterly Report, July 30, 2020	Board Agendas, Minutes, and recordings	Cabinet Agendas
An Analysis: Budget Development Administration, R. G. Timbs, Inc., June 2019 Timbs, Inc. September 2018 Timbs, Inc. December 2017	The City of Rochester New York, Comprehensive Annual Financial Report, Year Ended June 30, 2018	Division of Local Government and School Accountability. Rochester City School District, Budgeting and Multiyear Financial Planning, April 2020	Pupil Transportation and Safety Institute, Efficiency of Study Rochester School District, Pupil Transportation Program, Phase 1- July 1, 2017 Phase II- December 22, 2017
Maintaining District Priorities, Recommendations to Support the Leadership Transition, December 2015	District Comprehensive Improvement Plan (DCIP) 2019 DCIP 2020	CARES Act Funding, Executive Summary 2020	RCSD Strategic Plan Framework, 2020
Instructional Council Agendas	Memorandum of Agreements and Memorandums of Understanding since 2015	RCSD Board Policies	RCSD, Comprehensive Annual Financial Report, 2019
Presentation: Managed Choice Task Force Recommendations, 2016	State Education Department, Office of Bilingual Education and World Language, Blueprint for ELL Success	Institute for Educational Sciences, What Works Clearinghouse	ROC the Future, Equity & Education Report Card 2020

APPENDIX D:

Crosswalk of Recommendations among DE, State Monitor, and RCSD Strategic Plan Recommendations

PROVIDE HIGH-QUALITY LEARNING EXPERIENCES

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS ACADEMICS REQUIREMENTS FOR STRATEGIC ACTION
#9)Develop a multi-year strategic plan to serve as a road map guiding work throughout the system. Components of the plan shall include: Teaching and Learning, Interventions, Support for Special Populations, Human Capital, Parent and Community Engagement, Socioemotional Support, Building System Capacity, Intelligent Accountability, Operations, Funding, and Sustainability.		
1TL. Create and implement a vision of best first instruction, including differentiation, to support and enhance the learning of all students. **2TL.** Adopt a common curriculum in allsubject areas, prioritizing literacy and mathematics, by implementing a rigorous curriculum selection process that includes **3TL.** Review the K-2 curriculum to determine its alignment to State standards, its quality, and the plan for implementation **4TL.** Develop a clear theory of action toshow how the instructional vision and common curriculum will improve District-wide academic performance for all students**.** **5TL.** Develop a tiered system of interventions for all schools (universal, strategic, and intensive). Use the same tiered system to differentiate support within Receivership Schools **6TL.** Develop a systematized process for curriculum selection and interventions by developing and	▪ 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	**VII Teaching and Learning** *This shall include, but is not limited to, available standards based curricular resources, common assessments, the use of data to inform instruction, the use of various instructional techniques, adequate support for struggling students, positive classroom climate, and targeted professional development.* **VIII Special Education** *The Monitor shall review the district's special education standard operating procedures for the identification, educational placement, and provision of a free appropriate public education to students with disabilities. This shall include, but is not limited to, child find procedures, evaluation/reevaluation procedures, appointment and responsibilities of committees on special education/preschool special education, discipline procedures, and the delivery of a continuum of special education programs and services. To assist in the identification of potential areas of concern, the Monitor shall become familiar with the district's data under the State Performance Plan's performance and compliance indicators, annual determination under the Individuals with Disabilities Education Act as well as any*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS ACADEMICS REQUIREMENTS FOR STRATEGIC ACTION
implementing a coherent, aligned instructional framework. **7TL**. Implement a system to ensure that students have all the materials needed to engage in the learning process. **8TL.** Clearly define what "culturally responsive teaching" looks like and how it will be Monitored **3SPE.** Ensure that all staff take collective responsibility for educating special education students. The District shall consider including specific accountability measures pertaining to students with disabilities in the goal-setting process for principals. **4SPE.** Ensure that the Special Education Department is supported, resourced, and held accountable for the District's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable. **6SPE.** Provide on-going professional development to the CSEs		*noncompliance identified in Compliance Assurance Plans and/or State Complaints, if applicable.* **IX English Language Learners** *This section shall contain the State Monitor's findings and recommendations regarding all aspects of English Language Learner education, including but not limited to, enrollment, identification, placement, instruction, and exit. The State Monitor shall review the district's enrollment and registration procedures to ensure that they comply with Commissioner's Regulations Section 100.2(y), including ensuring the district does not request information revealing the immigration status of children and their parents/guardians. The State Monitor shall also review the district's enrollment procedures to ensure that all individuals under age 21 who do not possess a high school diploma are able to enroll in a Regents Diploma program pursuant to Education Law Section 3202.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATION	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITOR ACADEMICS REQUIREMENTS FOR STRATEGIC ACTION
4SPE. Ensure that the Special Education. Department is supported, resourced, and held accountable for the district's implementation of the Special Education Strategic Action Plan and the Consent Decree if applicable **6SPE.** Provide on-going professional development to the CSEs. **4ELL**. Provide a coherent, instructionally-aligned curriculum system for ELLs. **6ELL.** Develop a coherent Corrective Action Plan to comply to comply with the New York State Education Department's recommendations from its investigation report**.** **7ELL.** Review data and share best practices on how to best serve ELLs and establish a network of schools focused on ELL needs**.** **6ELL.** Develop a coherent Corrective Action Plan to comply with the New York State Education Department's recommendations from its investigation report**.** **7ELL.** Review data and share best practices on how to best serve ELLs and establish a network of schools focused on ELL needs**.**		*Finally, the State Monitor shall review the district's procedures and documents regarding all aspects of English Language Learner identification, programming and exit pursuant to Commissioner's Regulations Part 154, including i) ensuring that the district is identifying English Language Learners and Students with Inconsistent or Interrupted Formal Education, ii) keeping reliable records of parents/guardians' home languages and maintaining communication with them in those languages, iii) providing appropriate units of study of English as a New Language and Bilingual Education, iv) administering the NYSESLAT on a yearly basis, v) ensuring teachers of English Language Learners are appropriately certified and that all teachers receive professional development regarding English Language Learner needs, vi) ensuring that that Title III funding is used to supplement not supplant other funding, and vii) ensuring that any newcomer program run by the district regularly reviews the academic progress and English language attainment of students and promptly transitions them to , and vii) ensuring that any newcomer program run by the district regularly reviews the academic progress and English language attainment of students and promptly transitions them to regular school programs. The State Monitor shall inventory and review the District's protocols and documents to ensure compliance with all the above and set forth a timeline by which the district must come into compliance if needed with applicable law and regulation.*

ENSURE AN INCLUSIVE, CARING AND SAFE LEARNING ENVIRONMENT

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
	▪ 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, diversity and inclusion.	**XIV. School Climate and Social Emotional Learning** *The Monitor shall review the implementation of training, policies and programs related to assessing and improving school climate, implementing the Dignity for All Students Act, and incorporating Social and Emotional Learning (SEL) into instruction. The Monitor shall determine whether the district has policies, procedures, programs, and professional learning in place so as to foster a culture and climate that makes school a safe haven where every student feels welcome and free from bias, harassment, discrimination, and bullying, especially for traditionally marginalized youth, including, but not limited to, youth of color; Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) youth, and youth with disabilities; whether the district measures school climate using school climate surveys and implements programs in conjunction with its school climate team that includes, parents, students, teaching and non-teaching staff as appropriate, to address areas of need identified in school climate surveys and encourage student connectedness to school, staff and the community; whether SEL is fully integrated into a multi-tiered system of supports (MTSS) approach to meet the needs of all students and is embedded into frameworks for equity, academics, and school improvement; and whether incidents of bullying, harassment or discrimination or disciplinary infractions are investigated and addressed promptly, with an emphasis on proactive, restorative, and developmentally appropriate approaches that support school climate and address root causes of student behavior and seek to restore the harm.*

BUILD STRONG COMMUNITY

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
	▪ Create non-traditional, innovative opportunities for family engagement. ▪ Partner with businesses, higher education and other community organizations.	**XIII Family and Community Engagement** *The monitor shall examine the district's practice for engaging families and the broader school community in ways that engender trust, confidence, and respect. Additionally, the monitor shall look for evidence that members of the school community are treated as equal partners and play a role in the decision-making process where appropriate.*

FOSTER DYNAMIC LEADERSHIP

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
9TL. Establish Instructional Leadership Teams (ILTs) at each school. a. Define the roles and responsibilities for the ILTs: improving instruction, supporting and leading teacher team meetings, and leading data-driven instruction cycles. b. Create Monitoring systems to track the work of ILTs. c. Design year-long professional learning for ILTs. **10TL.** Provide professional development on the use of data to inform instructional and leadership practices. **2OS.** Reevaluate the organizational structure to encourage efficiency, collaboration, and accountability. **3OS.** Improve meeting structures.	▪ Manage school and district resources effectively. ▪ Develop leaders at the school and district levels to achieve each school's targeted outcomes.	**VI Governance and Leadership** *The State Monitor's findings related to the effectiveness of the school board and district leadership and the ability of both parties to create conditions to improve student learning. This shall include, but is not limited to, the school board's ability to establish a vision of high expectations, define clear goals toward that vision, and Monitor progress to ensure these goals are realized. This would also include the board's ability to function cohesively both as a unit and with the superintendent to support achievement of these goals, along with the superintendent's ability to work with principals and district staff to ensure alignment of priorities and promote continuous achievement, trust, transparency, and an effective flow of communication.* **XII Human Capital** *The Monitor shall review the District's overall personnel system. This shall include, but is not limited to, the recruitment, induction, professional development, evaluation, and retention of properly certified professional and/or civil service staff. The Monitor shall identify and report any concerns with any of these personnel systems.*

DISTINGUISHED EDUCATORS REPORT RECOMMENDATIONS	RCSD STRATEGIC PLAN MACRO ELEMENTS	STATE MONITORS REQUIREMENTS FOR STRATEGIC ACTION
		X Organizational Structure *This section shall contain the Monitor's findings related to the efficiency and effectiveness of the district's organizational structure. The State Monitor shall address questions such as, but not limited to: does the district have a clear chain of command in which each central office department knows its role and function in the service of meeting district-wide goals? Is each department held accountable for meeting goals and evaluated based on its record of accomplishment of meeting goals? Are project management and meeting protocols in place to ensure appropriate collaboration and communication while maximizing productivity? Does the district consistently re-evaluate its organizational structure to examine where it can increase efficiencies?* **XI Accountability** *This section shall contain the Monitor's findings related to the consistent implementation of school- and district-level accountability systems that maximize effective and efficient deployment of resources (human capital, finances, time, and*
		facilities), build trust, and promote stakeholder engagement. In addition, the Monitor shall identify all Corrective Action Plans that the district is currently implementing and how those plans align with and advance the Academic Plan **XV Operations** *The Monitor shall include any findings and recommendations related to key areas of district and school operations such as school facilities, pupil transportation, information technology, and school food services. The emphasis of this section shall be on areas that are directly affecting the quality of the teaching and learning experience and/or using resources far from optimally.*

APPENDIX E:

Contextual Reference Material

DOCUMENT	LINK
RCSD Strategic Plan	https://sites.google.com/rcsd121.org/rcsd-strategic-plan/strategic-plan-2020-23
Teacher Contract	https://rochesterschools.com/Personnel/postings/contracts/Teacher_Contract_2019-22.pdf
Comprehensive Annual Financial Report	https://www.cityofrochester.gov/cafr/
RCSD 2020-2021 Budget	https://www.rcsdk12.org/budget
RCSD 2021 – 2022 Budget	https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/06.09.2021%20Budget%20Presentation%20to%20Rochester%20City%20Council.pdf
Rochester Distinguished Educator Report	http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and
2020-2021 Charter School Basic Tuition	https://stateaid.nysed.gov/charter/pdf_docs/charter_2020-2021_rates.pdf
2021 2022 Charter School Basic Tuition	Listing of 2021-22 Charter School Basic Tuition and Supplemental Basic Tuition Rates. Definition of 2021-22 Charter School Basic Tuition and Supplemental Basic Tuition Rates.
ROCHESTER BOARD OF EDUCATION ACTION PLAN: Response to Distinguished Educator Report (A Review of the Rochester City School District, 11/14/2018) February 6, 2019	https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/12877/RCSD%20BOE%20Response%202.6.19.pdf#:~:text=action%20step%20lists%20the%20person%28s%29%20responsible%2C%20the%20collaborators,forward%20as%20we%20continue%20to%20engage%20key%20stakeholders.
2021 – 2022 Comprehensive Assessment Program	https://docs.google.com/document/d/1vFDyJEODvAaI0yz7oDx7lwPwTz9NGPND/edit
Coronavirus Response and Relief Supplemental Appropriations Act (CRSSA) Spending Plan	https://www.rcsdk12.org/Page/56362
American Rescue Plan (ARP) Spending Plan	https://www.rcsdk12.org/arp
Center for School Turnaround Improvement	https://csti.wested.org/explore-promising-practices-with-westeds-comprehensive-school-improvement-webinar-collection

DOCUMENT	LINK
RCSD Budgeting and Multiyear Financial Planning	https://www.osc.state.ny.us/files/local-government/audits/pdf/rochester-2020-44.pdf
RCSD Program Report	http://www.nysed.gov/common/nysed/files/programs/main/rochester-de-report-append-15-dr-elliott-2017-special-education-report.pdf

APPENDIX F:

Rochester City School District Strategic Plan 10.22.2020
Presentation to the BOE Presentation

https://drive.google.com/file/d/1kKY5Wy08ziUBlX-p6-fjcMzibnJNgpqv/view?usp=sharing