

State Monitor
Response to Annual Academic Report
Fall 2021

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Introduction

x Historically, fewer than half of RCSD students in grades K-8 meet NWEA growth targets in reading/ELA or math. In winter 2020, only 43.4% of K-8 students met the reading target and only 46.6% met the math target. In winter 2021 during the pandemic, those percentages dropped dramatically to only 34.7% and 37.3% respectively. In spring 2021 those percentages dropped even further to 26.9% and 22.2%, respectfully.

certificate. Nearly half (44%) of the District's new teacher hires for the 2021-22 school year will work in subject areas where there are teacher shortages. Nine out of ten Rochester students are students of color (90%), yet three-quarters of Rochester teachers (75%) are White.

Role of the State Monitor

Chapter 56 of the Laws of 2020 required former Interim Education 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, and the Superintendent. The State Monitored began on May 26, 2020. The primary responsibilities of the Monitor include the following:

Table 9: Instructional Transformation

Table 11: Culture Shift

Table 13: Systems, Resources and Structures

Turnaround Leadership

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Turnaround Leadership, proved an area of significant growth for the District. Recommendation #8 is marked as a violation. Recommendation #8 requires that by September 1 of each year, a standard operating procedure for evaluating the superintendent is made available to the State Monitor. The plan identifies 80% of the recommendations marked as successfully completed by the District. Two modifications to the Year1 edition of the RCSD Academic Plan in the

area of Turnaround Leadership are included as an update to the plan. Eight new recommendations are included in this report to address Board goal alignment and Receivership Schools.

Academics Table 5: Turnaround Leadership, April – June 2021

Recommendation #	Rating
1.1	Yellow
1.2	Green
2.1	Green
2.2	Yellow
2.3	Green

Turnaround Leadership: State Monitor Recommended Updates Fall 2021

1	By December 1, 2021, Objectives should be aligned to Board Goals.
2	The Superintendent's evaluation should be explicitly aligned to the goals and metrics outlined in the District Strategic Plan.
3	CRSSA funds should be allocated for executive mentors/coaches assigned to principals of Receivership Schools.
4	Board policies should be reviewed for impact on academic outcomes, equity, and access.
5	Central Office staff and school leaders should be trained in best practices for management and accountability systems.
6	District administration should provide specific areas of autonomy to receivership schools beginning in the 2022-23 school year.
7	Annual self-evaluations of RCSD Board Commissioners will be made public and available on the RCSD Website

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Talent Development are included as an update to the plan. Three new recommendations are included in this report to address the need for the development of a talent management plan and leadership selection at Receivership Schools.

Academics Table 7: Talent Development, April – June 2021

Recommendation #	Rating
1.1	Yellow
1.2	Yellow
2.1	Blue
2.2	Blue
2.3	Blue
2.4	Blue
2.5	Blue
3.1	Green
3.2	Red
4.1	Red
4.2	Red
4.3	Red

#1	Replace recommendations #1.1 and #1.2 with the following: Administration shall develop a cycle for reviewing department SOPs annually.
#3 #8	Remove recommendation #3

Technical Education (CTE) counseling. Recommendation #10.2 requires the District administration to submit the final multiyear adoption schedule as a resolution to the Board by July 1, 2021. Recommendations #12.3 and 12.4 require the District administration to submit a resolution approving the implementation of a new high school selection process for students by June 2021 and begin implementation of the selection process with the 2022 Cohort. The District successfully completed 23% of the graded recommendations. Twelve modifications to the Year 1 edition of the RCSD Academic Plan in the area of Instructional Transformation are included in the following table:

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15	
15.1	
15.2	
15.3	
15.4	
15.5	
15.6	
16.1	
16.2	
16.3	

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	graduate with their cohort. (2.3) A fully funded program should be developed, with principal input, for over-aged and under-credited high school students currently attending RCSD comprehensive high schools.
#3	Remove # 3.3
#4	Replace recommendation #4 with the following: Annually, by February 1, an updated RCSD Secondary Course Catalogue will be presented to the Board for review and approval.
#5	Replace recommendation #5 with the following: Annually by March 15, the administration will present a summer school plan 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 staff reduction protocol.
# 6	Replace recommendation #6 with the following: School counselors should transition to the Division of Teaching and Learning during the 2021-22 school year and should receive annual training based on the needs of the school and the American School Counselor Association (ASCA)

5	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 Fall 2023.
6	Effective immediately, create a work calendar that affords school chiefs a minimum of three days providing direct services in assigned schools.
7	By December 30, 2022, establish an action plan to address the disproportionately low graduation rates and disproportionately high dropout rates of Black and Hispanic male students.
8	Principals and their instructional teams will be trained to create student-focused master schedules by December 30, 2022.
9	Annually, administration will develop a continuum of learning for ELL students to be presented to the Board's Excellence in Student Achievement (ESA) Committee and Bilingual Education Committee on a mutually agreed upon date.
10	All yellow and red ratings should be addressed by the RCSD administration in writing by the subsequent quarterly meeting.

Culture Shift

Implementation of the recommendations included in the Year 1 edition of the RCSD Academic Plan, Culture Shift, proved an area of moderate growth for the District. Recommendation #4.3 is marked as a violation. Recommendation #4.3 requires the District Administration to have an active Parent-Teacher Organization (PTO) or Parent-Teacher Association (PTA) in each RCSD school. The District successfully completed 50% of the graded recommendations. Five modifications to the Year 1 edition of the RCSD Academic Plan in the area of Culture Shift are included as an

update to the plan. Two new recommendations are included in the report to address the need for active school based planning teams and an

14.2	
14.3	
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Systems, Resources, and Structures: State Monitor Modifications

Recommendations	Modifications
#4	Rewrite recommendation #4 as follows: The Chief of Human Capital 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.
#6	Rewrite recommendation #6 as follows: Effective December 1, 2021, RCSD, in collaboration with NYSED, will identify and adhere to specific benchmarks for progress monitoring the RCSD special education department. Evidence of progress based on these benchmarks shall be submitted to the Medicaid Compliance Officer, Executive Cabinet, and the State Monitor monthly.
#7	Remove recommendation #7
#10	Remove recommendation #10
#13	Rewrite recommendation #13 as follows: Effective immediately, every classroom teacher shall have a full schedule and a full roster of students in accordance with collective bargaining agreements for every instructional day. I.1 (a)u(i)- .1 (ng(i)- .1 d)-6.. 26 (t)viye88,-0.0 (e)3 (n)-18.2

