

practices, programs, and decisions of the district, the board of education superintendent. The monitor began on May 26, 2020. The primary responsibilities include the following:

Serve as a non-voting ex-officio member of the board.

Assist the board in adopting a conflict of interest policy that ensures that district administrators act in the district's best interest.

***Semi Annual Report**

Work with the board to develop a proposed academic improvement

Submitted by financial plan for the district no later than November 1, 2020

Dr. Shelley Jallow, State Monitor Rochester City School District

year and the four subsequent school years.

Beginning with the 2021-2022 school year budget, ensure

September 26, 2022 consistent with the district's long-term financial plan.

I Introduction

Education law requires that the monitor assigned by the New York State Commissioner of Education ("the Commissioner") to the Rochester City School District (RCSD or "the district") provide semiannual reports to the Commissioner and the Board of Regents "on the academic, fiscal, and operational status of the school district. "

The role of the academic improvement and financial plans ar

II Work of the Monitor During the 2021–2022 School Year

Finance

The Monitor:

- Provided guidance and technical support to the RCSD board during the bche € 3\$† " PÒ& À 0P0Ò

- Developed recommendations resulting in upgrades to student; special education; financial; and human resource information management systems, such as PeopleSoft, PowerSchool,

The Monitor:

- Supported the board by recommending and participating in the onboarding and ongoing coaching of two new board members and two new board officers. Each board member leads a committee with additional support from the monitor specifically related to agenda development, including proposed essential questions for the board to pose to district leadership.
- Supported the board

i-Ready is an online program for reading and mathematics used during the 2021–2022 school year to assess student needs, monitor progress, and provide opportunities for personalized learning in grades kindergarten through 8 throughout the district. The assessments were administered twice during the school year. The district expectation for the 2022–2023 school year is that the assessments will be administered three times. Below is a chart highlighting the most recent performance of RCSD students using i-Ready for ELA.

Spring 2022 I Ready Reading Diagnostic

Grade	2 or more grade levels below	1 grade level below	On grade Level	Above grade level
District Overall	51.0%	28.8%	19.2%	1.0%
Grade K	0.0%	49.3%	50.0%	0.8%
Grade 1	12.4%	68.1%	18.9%	0.7%
Grade 2	47.7%	36.0%	14.4%	1.8%
Grade 3	56.6%	17.7%	24.7%	0.9%
Grade 4	54.5%	30.8%	13.8%	0.9%
Grade 5	68.5%	18.0%	12.7%	0.9%
Grade 6	69.6%	16.2%	12.8%	1.5%
Grade 7	75.1%	12.2%	11.9%	0.8%
Grade 8	74.4%	12.3%	12.6%	0.7%

Finally, a strong indicator of on-time high school graduation is the ability for high school freshmen to pass the requisite courses and earn enough credits to become sophomores in good standing following the first year of high school. This is an indicator on the RCSD Strategic Plan. The chart below shows the district's inability to reach this target for any RCSD student population.

Percentage of Grade 9 Cohort on Track to Graduate by Year End

- Direct correlation with Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) or American Rescue Plan (ARP) funding

The state monitor plans to submit to the Commissioner

Academic Table 9, R6

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

RED

RED

No evidence of this work
t fs
ncietit, w sn
eectliasndt
nitte £s

Learning during the
2022-23 school year.

offered by the district to ensure successful on-time graduation, resulting in a college and career-ready graduate. Establish a laser-

Academic Table 9, R27	and 9 to the State Monitor during the 4-6-week cycle reviews with Chief	RED	
	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. 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.		

	shall be upgraded, with a comprehensive training plan for a cross-functional, interdepartmental team of staff members. A policy shall be adopted committing the District to keep all three systems upgraded.		Minimal evidence this work has started. Some systems had not been updated in the last ten years. Significant impact on basic district functions, like staffing, budgeting, Medicaid reimbursement. Direct impact on the financial stability of the district.
Finance Table 5, R12	Conduct a financial audit of the RCSD athletic department.	RED	RED No evidence work has started. Direct impact on the financial stability of the district.
Finance Table 7, R5	Pilot participatory, equity- based budget practices beginning with the 2022-23 school year budget development. Adopt a model for budget development that ensures equitable access to resources for the 2022-23 school year budget. (N)	RED	RED No evidence work has started. Direct impact on the financial stability of the district.
Finance Table 9, R5	Annually, by September 1, the District shall submit to the monitor an updated five- year		

four strategies for
implementation to reduce
District reliance on

education departments, there remains a need to address the misalignment of organizational structures required to best support the current demographics of RCSD. One example of the misalignment is the district's inability or unwillingness to actively address the declining enrollment of students attending RCSD. There are still strongly held beliefs and practices that contribute to inefficiencies and high costs for the district. In addition, the complacency embedded in these beliefs and practices, if unchecked, could undermine newer systems and protocols referenced in both the academic improvement and financial plans.

Despite the unspoken and spoken demands of RCSD students for better school experiences, greater equity, access to district resources, better preparation for the demands of post-secondary life, and more acknowledgement of their social and cultural capital, too many RCSD decisionmakers remain steadfast in adhering to a collection of norms representing a bygone era. The New York Board of Regents has expressed its desire to significantly expand possible pathways for students to demonstrate they are ready to graduate from high school. The district struggles to find an effective model for utilizing resources in an equitable, student focused manner. The district must also find the right compliment of partners to educate the whole child in a way that prepares students for an unknown future. The first step is knowing and then effectively managing district resources.

Serving as monitor affords me access to tools for supporting the work of district improvement. I will continue to exercise my duties supporting the new interim superintendent, the new board ty(ces.)JT.7 (or)2.7 (a)4.3 3 (e (b