



The University of the State of New York
The State Education Department

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	2611600010101
School Name	Integrated Arts and Technology High School
School Address	950 Norton Street, Rochester, NY 14621
District Name	Rochester City School District
School Leader	Kevin Klein
Dates of Review	October 7-8, 2014
School Accountability Status	Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)					
Grade Configuration	7-11	Total Enrollment	516	SIG Recipient	
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	0	# Dual Language	0	# Self-Contained English as a Second Language	9
Types and Number of Special Education Classes (2014-15)					
# Special Classes	59	# SETSS	12	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2014-15)					
# Visual Arts	15	# Music	15	# Drama	0
# Foreign Language	16	# Dance	0	# CTE	2
School Composition (most recent data)					
% Title I Population		100	% Attendance Rate		88
% Free Lunch		8415	% Reduced Lunch		84
% Limited English Proficient			% Students with Disabilities		22
Racial/Ethnic Origin (most recent data)					
% American Indian or Alaska Native		3	% Black or African American		51
% Hispanic or Latino		30	% Asian or Native Hawaiian/Pacific Islander		3
% White		15	% Multi-Racial		0
Personnel (most recent data)					
Years Principal Assigned to School		5	# of Assistant Principals		2
# of Deans		0	# of Counselors/Social Workers		3
% of Teachers with No Valid Teaching Certificate		0	% Teaching Out of Certification		0
% Teaching with Fewer Than 3 Years of Experience		8	Average Teacher Absences		4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		10	Mathematics Performance at levels 3 & 4		3
Science Performance at levels 3 & 4 (4th Grade)		N/A	Science Performance at levels 3 & 4 (8th Grade)		395
Student Performance for High Schools (2013-14)					
ELA Performance at levels 3 & 4		56	Mathematics Performance at levels 3 & 4		
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		0	% of 2nd year students who earned 10+ credits		14
% of 3rd year students who earned 10+ credits		64	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2013-14)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District			Focus School Identified by a Focus District		x
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native			Black or African American	
Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
White	X		Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native			Black or African American	
Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
White	X		Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged				
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native			Black or African American	x
Hispanic or Latino			Asian or Native Hawaiian/Other Pacific Islander	
White			Multi-Racial	
Students with Disabilities			Limited English Proficient	
Economically Disadvantaged	X			
Describe the school's top priorities (no more than 5) based on the school's comprehensive plans (SCEP, SIG, DIP, etc.):				
SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:				
<ol style="list-style-type: none"> 1. Improve identified subgroups by 10%. 2. Meet the diverse needs of students, particularly those identified in the NYS report Card for ELA and math. 3. Implement Expeditionary Learning strategies and protocols with fidelity. 				

4. Enable students to highly competitive in the job or college marketplace.
5. Align the SCEP and the Expeditionary Learning Plan.

Information about the review

- The review was co-led by an Outside Educational Expert (OEE) and a representative from the New York State Education Department. The team also included a district representative, who had a reviewer shadowing her, and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited 33 classrooms during the two-day review.
- Reviewers conducted focus groups with students, staff and parents.
- Reviewers examined documents provided by the school, including curriculum maps, lesson plans, schoolwide data, teacher feedback, and student work.
- The school provided results of a student survey that 299 (58%) completed.
- The school provided results of a staff survey that 24 (86%) completed.
- The school provided results of a parent survey that 79 (17%) completed.
- The school is located in the Franklin Building, which also houses The World of Inquiry School 58 and Vanguard Collegiate High School. There is a challenge for the school as some spaces are shared, such as the gymnasium, cafeteria, library and auditorium along with the athletic fields.
- The school leadership team has been restructured, and a second Assistant Principal (AP) has been recently appointed.

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Mark an "X" in the box below the appropriate designation for each Statement of Practice. Provide the letter rating in the OVERALL RATING row as the final overall tenet rating.

#	Statement of Practice	H	E	D	I
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).			X	
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.			X	
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.			X	
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).			X	
OVERALL RATING FOR TENET 2:				D	

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

#	Statement of Practice	H	E	D	I
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3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.			X	
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.				X
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.			X	
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.			X	
OVERALL RATING FOR TENET 3:				D	

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

#	Statement of Practice	H	E	D	I
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.				X
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.			X	
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students.			X	
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).				X
OVERALL RATING FOR TENET 4:				D	

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

#	Statement of Practice	H	E	D	I
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.			X	
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.			X	
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.			X	

5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.			X	
OVERALL RATING FOR TENET 5:				D	
Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.					
#	Statement of Practice	H	E	D	I
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.			X	
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.				X
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.			X	
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.			X	
OVERALL RATING FOR TENET 6:				D	

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 2 – School Leader Practices and Decisions.

- The school leader reported that he worked with the school-based planning team and used the school’s mission statement and vision to develop Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals for the School Comprehensive Education Plan (SCEP). This team includes administrators, parents, and teachers, but no students. Discussions with some staff, parents, and students show a limited understanding of what the SMART goals are or how well the school is doing to achieve them. This lack of incisive knowledge and understanding results in stakeholders not being fully cognizant of the strategies or roles they are expected to play in transforming the goals into sustainable improvements, particularly in student achievement, the quality of instruction, and the social and emotional development of all students. Consequently, the school leader’s ability to achieve school-wide goals is limited.
- The school leader organizes available resources to meet some of the immediate needs of the school community. Approximately one hundred students take part in extended learning during additional tutoring time, which focuses on improving their academic achievement. Discussions with the school leader and staff members indicate that these sessions are focused on improving student achievement for about one fifth of the student population. The school leader indicated to the review team that he articulates the school’s needs to the district staff. Recently, he produced evidence and data to successfully make a case for appointing a second assistant principal (AP) and purchasing additional technology, including Chromebooks for students and instructional technology tools, which support students in some lessons. However, some students reported that they are having difficulty working with the Chromebooks because they find the amount of reading difficult without adult support, and that their grades have dropped. Common planning time has been secured for teachers to work together to enable planning to be consistent. As a result, learning targets are usually identified for each lesson. Despite the school leader’s strategic allocation of some resources, improvements are slow because some initiatives are new and procedures are not yet in place to closely monitor the impact of the initiatives for the added value they bring to student learning and achievement.
- The school leaders take part in classroom observations and walk-throughs. They reported that points for improvement are shared with teachers. However, documentary evidence and discussions with teachers indicate that the feedback does not identify the main issues for improvement in the quality of instructional practices. Teachers report that most feedback about their instruction is generally positive, but documentation shows they are not provided with constructive, actionable feedback to help them quickly and sustainably improve their instructional practices. Because of the lack of pertinent feedback to teachers, the ability of the school leader to hold staff accountable for continuous improvement is limited, which minimizes student progress.
- The school leaders are beginning to connect the evidence- based systems that are in place to school improvement efforts. However, the monitoring of these systems to assess their impact on school improvement is limited. Although some systems are in place for evaluating key aspects of school

performance, such as achievement, instruction, and behavior, improvement is slow because the data collected is not analyzed rigorously enough to identify specific weaknesses or to devise focused strategies to tackle shortcomings. For example, students and staff report bullying issues, but the review team found little evidence of this issue being resolved despite documentation of disciplinary incidents and students noting that disruptive incidents in some classes impede their learning. A similar situation exists at an individual level where teachers are not making effective use of data to drive and inform instruction. The lack of the school leader consistently analyzing data and monitoring the systems to determine their impact minimizes the achievement of school-wide goals.

Recommendations:

- Ensure that school goals are known by staff, parents and students; are at the focal point of the school improvement program; and are driven by the commitment to hold all staff accountable for improving individual and school-wide practices. A particular focus should be on improving the lesson observation process by focusing observations on student learning and actionable feedback that leads directly to improvements in instruction. For example, provide teachers with two clear points for improvement, an understanding of how these can be achieved, as well as targeted monitoring later to see if practice has been improved.

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 3 – Curriculum Development and Support.

- Teachers do not generally plan, deliver, or use data to adjust curricula to meet the needs of all students. While lesson plans contain learning targets and reflect compliance with implementation of modules that are aligned to the Common Core Learning Standards (CCLS), students do not benefit sufficiently from instruction that incorporates higher- order questioning. The review team found little evidence to show that teachers are monitoring and adjusting curricula to address student achievement needs. Consequently, not all students show growth in meeting the demands of CCLS leading to academic improvement.
- The school leader reported that he promotes the implementation of CCLS and supports professional development (PD) for all staff. Teachers use modules, which are aligned to CCLS for English language arts (ELA) and mathematics, but they do not ensure that the individual needs of students and subgroups are met. An Expeditionary Learning School designer supports teachers in curriculum development, and an observation carried out by the review team at the grade /subject level meeting showed that she facilitated discussion and deepened teacher understanding of the importance of curriculum development. However, a clear plan for follow- up in the classroom and accountability for implementation was not established. The school leader has not ensured that there is a long-term focus on curriculum delivery and improvement, and the review team found little evidence to indicate that sufficient emphasis has been placed on curriculum planning and modification to address previously identified gaps in student learning.

- This school was developed with a focus on an interdisciplinary curriculum in the form of learning through the Expeditionary Learning model. The program involves teaching students through theme-based topics. Classroom visits by the review team showed that no learning expeditions had been started this semester. There is limited evidence that staff share collective understanding of the long-range plan for interdisciplinary curriculum development and its connection with day-to-day instruction. The review team found little documentation of previous learning expeditions, and instruction does not often offer opportunities for students to learn through linking subjects. As a result, students do not consistently have multiple opportunities to engage in thoughtful cross-curricula activities that increase their ability to be academically successful.
- Most teachers do not regularly use a range of assessments to inform their curriculum planning. The review team found that data is not used consistently to modify the curriculum or to make adjustments that promote the quality of learning and take better account of previous learning. A small number of teachers use assessment data to group students. This was observed in grades seven and eight ELA and mathematics honors classes, but the groupings do not directly lead to or produce more differentiated instruction that match the needs and abilities of the students. Discussions with students indicate that the feedback they receive is limited, not consistently based on data, and does not include test and assessment data to shape future learning or consistently inform students what they need to do to reach a higher academic level. Overall, the review team found no clear system to show that assessments are used to drive short or long-term curriculum planning or that they involve student reflection and ownership of their learning. As a result, the alignment between the curriculum and teachers' assessments does not lead to improved student achievement.

Recommendations:

- Create a school-wide, interdisciplinary, long-term curriculum plan that captures the sequence and focus of learning expeditions, and develop vertical cohesion aligned with the rigor of CCLS; ensure that school leaders monitor the plan's consistent implementation and that its impact is evaluated by increases in student achievement and student engagement in their own learning.

Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 4 – Teacher Practices and Decisions.

- The school leader reported that he engages in some discussions with teachers about aligning plans to data. However, evaluation of planning by the review team indicated that instructional plans are not usually adaptive and informed by data, and tasks are not accurately matched to the differing abilities of students. Lesson observations also confirmed that little attention is paid by teachers to the learning style and methodology that best suit different groups of students. Although staff and senior leaders create student learning goals, instruction is not specifically geared to these goals. The review team observed that on numerous occasions students were not actively engaged in lessons. Discussions with students, including students with disabilities, demonstrate that they are aware that teachers set goals for them. However, many students had difficulty recalling their goals or what was needed to achieve

them. In discussions with the review team, teachers were able to articulate and identify students who are high achievers and those who find learning more difficult. Despite this knowledge and awareness, evidence from planning and lesson observations demonstrate that few teachers use this information to drive, adjust or inform their instructional practices or to group students by ability and subsequently provide learning tasks at an appropriate and challenging level. An evaluation of student work by the review team shows that feedback generally is limited and generic and does not provide specific guidance or improvement tips to help students take their next steps on the learning journey. Feedback to students is neither based on data or allows students to take ownership of their learning, which hinders student achievement.

- Lessons are generally aligned to CCLS, particularly in ELA and mathematics, but there are minimal opportunities for students to answer higher-order questions. Instruction does not lead to multiple points of access for all students and does not fully reflect the CCLS shifts. The review team found that in some lessons, students are given the opportunity to look at a problem or complex text before they are taught about it. This sometimes results in some type of higher- order thinking, which students generally undertake. However, this practice is not the norm as often teachers’ questions are simple and require only one or two word answers. Classroom visits show that teachers do not consistently check that students understand what they are learning and often students struggle to become engaged in their learning, which limits their academic progress.
- The environment is not always intellectually safe for all students. Teachers’ instructional strategies do not consistently acknowledge diverse groups of students and their needs, and opportunities to collaborate and share ideas and viewpoints are not always encouraged or promoted. Some students indicate that they are not always academically challenged while others report that their learning is at times disrupted by the poor behavior of other students and that some teachers have difficulty managing their classes. Staff and students shared on-going issues relating to bullying in some grades. As a result, not all students are intellectually and physically safe, which impacts student growth.

Recommendations:

- Improve instruction by using data to plan learning experiences that are targeted to the appropriate level to challenge and engage all students; incorporate regular checks of student understanding and learning throughout the lesson for each student, and provide written and oral feedback that informs students what they need to do to improve and reach the goals that have been set. Create a learning environment in which students are given opportunities to share ideas, viewpoints, and different perspectives, and where bullying is consistently addressed.

Tenet 5 - Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Tenet Rating

D

The school has received a rating of **Developing** for Tenet 5 – Student Social and Emotional Developmental Health.

- The school leader reported that he has begun to establish a school team that addresses the academic

and social and emotional developmental needs of students. During the first period of each day, students focus on the qualities related to caring, respect, excellence, safety and trust (CREST), which is the behavior code students are expected to follow. Students work in small groups, develop relationships with staff, and become known by at least one adult. There is also a referral system where data information is collected, and staff are beginning to use this data to identify areas of concern, such as bullying and low attendance for some students. However, staff members do not analyze the data to determine the root cause of issues and plan and implement strategies, with support, to rectify the situation. The review team found that school leaders do not monitor or evaluate the effectiveness of the staff's practices in eliminating issues that they identify. Although some processes are in place, their effectiveness in removing barriers to students' social and emotional health and academic success are limited.

- There is no evidenced-based curriculum in place to support student social and emotional developmental health needs. Support staff report that some students are reluctant to come to school because of safety issues and that bullying is a particular concern in grade seven. Some parents and students reported to the review team that they felt that the school was not always a safe learning environment. In a recent school climate survey, approximately one third of students indicated that not all students treated each other with respect, and just under one half of students felt that some students are picked on and teased by others. A third of students felt that harassment and intimidation by other students is a problem.
- The school's approach to student support services lacks clear direction. Individual staff members have identified roles and provide services for students' social and emotional developmental health needs. However, there are no clear structures and systems to monitor or evaluate their success in relation to bullying or discipline referrals, for example. Senior leaders reported that they are beginning to address this issue. The SCEP indicates as a priority, the development of a system for monitoring services relating to students' social and emotional developmental health needs. However, this is in the early stages of development, and not all constituents work together to develop an understanding of their roles in creating a safe learning environment. Consequently, the school's ability to fully meet the social and emotional health needs of students is limited.
- The school is beginning to collect data related to students' social and emotional developmental health needs. Much data is collected regarding student surveys related to school climate, student disciplinary referrals, and attendance. However, the review team found limited evidence of a clear plan of how leaders and staff are to use this data to support and respond to student needs. As a result, students are not always provided with opportunities to become academically and socially successful.

Recommendation:

- Build a cohesive student support team integrated with school leadership, with clearly defined roles, operational processes, and regular meetings to lead and support staff in creating a physically and intellectually safe learning environment that meets the social, emotional, and developmental health needs of all students. Create a culture in which all forms of data are analyzed and used to identify the root causes of problems and devise, implement, and monitor intervention strategies to ensure that students are given support to overcome the academic and social barriers to success that are currently blocking their path.

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.	Tenet Rating	D
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The school has received a rating of *Developing* for Tenet 6 – Family and Community Engagement.

- The school is not yet providing multiple opportunities for reciprocal communication to increase families understanding about student needs. Most communication with families appears to be one-way, and in English only. The review team found little evidence of communication with families in Spanish, which is the prevalent language of English language learners (ELLs) at the school. Discussions with parents and the school leader indicated that The Parent- Teacher Organization (PTO) is not well established, and the school does not evaluate or seek to improve its strategies for communicating with parents, especially to develop reciprocal channels of communication.
- The school leader has established some written and oral communication channels between home and school where efforts are made to articulate the school’s expectations for students. However, there is little evidence that indicates that teachers communicate to families the importance of high expectations for student achievement. The school leaders reported that they are working with teachers on how to better communicate high expectations to students and families. They are developing a plan for learning exhibitions, where student projects related to course work will be displayed twice per year to encourage parents to become more involved in their children’s education. Attendance at the parent meeting during the on-site review was minimal. The school leader indicated to the review team that parental attendance at meetings is often low. While data regarding parental involvement is collected, it is not analyzed and questions are not posed regarding the generally low level of parental involvement. The relationship between families and the school does not yet fully contribute to student needs being met and limits students achieving the academic success required to become college- and career- ready.
- The review team did not find evidence of PD for staff that specifically focuses on developing and sustaining family and community partnerships. The school has provided some workshops for parents focusing on Parent Connect and how to interpret data on the New York State (NYS) assessment reports, and a new student orientation was held prior to the start of the school year. Parents have received little consistent training on strategies to improve home -school partnerships and how to support their child’s learning.
- The sharing of data by the school is minimal, and provides families with little understanding of data systems and ways to support and advocate for their children’s needs. The Student Support Team reported that they recognize a need to share and integrate data; however, the review team found limited evidence of efforts to accomplish this initiative. Academic grades are available through Parent Connect, but there is inconsistent teacher tracking of assignments on the portal, and students indicated that not all teachers update the portal regularly. The school does not share data in a way that enables parents to fully advocate for appropriate support services for their children.

Recommendations:

- Improve communications and relationships between home and school so that a strong partnership is formed that increases students’ chances of success by providing training to staff on developing and

sustaining partnerships with parents; sharing data with parents in ways that they can understand and promote more involvement in their children's learning. Have each teacher and staff member identify parent candidates who can serve as leaders to reach out to other parents and use resources for outreach, such as the home school assistant and community agencies.