



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

DIAGNOSTIC TOOL FOR SCHOOL AND DISTRICT EFFECTIVENESS (DTSDE)



BEDS Code	261600010074
School Name	School of the Arts (SOTA)
School Address	45 Prince Street, Rochester, New York, 14607
District Name	Rochester City School District (RCSD)
School Leader	Brenda Pacheco
Dates of Review	December 2-3, 2014
School Accountability Status	<input checked="" type="checkbox"/> Focus School
Type of Review	SED Integrated Intervention Team (IIT)

School Information Sheet

School Configuration (2014-15 data)			
Grade Configuration	7-12	Total Enrollment	1163
SIG Recipient		No	
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	0	# Dual Language	0
# Self-Contained English as a Second Language		0	
Types and Number of Special Education Classes (2014-15)			
# Special Classes	1	# SETSS	0
# Integrated Collaborative Teaching		50	
Types and Number of Special Classes (2014-15)			
# Visual Arts		# Music	
# Drama			
# Foreign Language		# Dance	
# CTE		0	
School Composition (most recent data)			
% Title I Population	100%	% Attendance Rate	92.9%
% Free Lunch	53.5%	% Reduced Lunch	53.5%
% Limited English Proficient	2%	% Students with Disabilities	9.7%
Racial/Ethnic Origin (most recent data)			
% American Indian or Alaska Native	0.5%	% Black or African American	50.3%
% Hispanic or Latino	23.1%	% Asian or Native Hawaiian/Pacific Islander	2.8%
% White	23.2%	% Multi-Racial	0.1%
Personnel (most recent data)			
Years Principal Assigned to School	11	# of Assistant Principals	4
# of Deans	0	# of Counselors/Social Workers	5/1
% of Teachers with No Valid Teaching Certificate	0%	% Teaching Out of Certification	0%
% Teaching with Fewer Than 3 Years of Experience	1%	Average Teacher Absences	1.65%
Student Performance for Elementary and Middle Schools (2013-14)			
ELA Performance at levels 3 & 4	23%	Mathematics Performance at levels 3 & 4	24%
Science Performance at levels 3 & 4 (4th Grade)	n/a	Science Performance at levels 3 & 4 (8th Grade)	48%
Student Performance for High Schools (2013-14)			
ELA Performance at levels 3 & 4	88%	Mathematics Performance at levels 3 & 4	81%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	0%	% of 2nd year students who earned 10+ credits	32%
% of 3rd year students who earned 10+ credits	99%	4 Year Graduation Rate	92%
6 Year Graduation Rate	93%		
Overall NYSED Accountability Status (2013-14)			
Reward		Recognition	
In Good Standing		Local Assistance Plan	
Focus District	Yes	Focus School Identified by a Focus District	Yes
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2012-13)			
American Indian or Alaska Native	Yes	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	Yes	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	N/A
Economically Disadvantaged	No		

SCHOOL PRIORITIES AS WRITTEN BY THE SCHOOL:

1. Increase SOTA diplomas – 85%
2. Implement Common Core with fidelity
3. Teacher will differentiate lesson plans to provide remediation and acceleration.
4. Professional development opportunities will be provided to improve instruction through a district provided coach.
5. Increase attendance to 95%; 7-8 ELA and Math up 10 percent; 80 percent of students will achieve 80 percent on Regents Math and 75 percent on ELA.

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 and a Special Education School Improvement Specialist (SEIS) representative.
- The review team visited a total of 50 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, school-wide data, teacher feedback, and student work.
- The school did not provide results of any student, staff, or parent surveys.

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.

#	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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
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6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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
<p>The school has received a rating of Developing for Tenet 2 – School Leader Practices and Decisions.</p> <ul style="list-style-type: none"> • The school leader reported that the 2014-2015 School Comprehensive Education Plan (SCEP) was developed in conjunction with limited input from parents, teachers, and students on the school-based planning team (SBPT). Although the SCEP reflects current specific, measureable, achievable, realistic, and timely (SMART) goals that align to school priorities, experienced teachers in the vertical teachers group (VTG) reported that the mission was last revised twenty years ago. • The school leader described how scheduling enables students to have a broad curricular experience to include a range of different creative arts courses as well as ample core academic subjects. Extended learning time is available in both academic and enrichment areas of the school’s curriculum that are purposefully related to improving students’ achievement. During discussions with the Integrated Intervention Team (IIT or “review team”), students and parents shared their appreciation of extended support provided by teachers. Students reported and parents confirmed that teachers are regularly available in the library after school to assist individual students who are experiencing difficulties with class tasks and homework. • The school leader and Assistant Principals (AP) conduct formal and informal observations of teaching. . The school leader report that visits are routinely followed by feedback to staff that focuses on classroom environment and instruction expectations aligned to the Danielson rubric. The IIT found that the links between the needs identified through the observation process and professional development (PD) planning, for both individual teachers and departments, are not sufficiently well established. During class visits, the IIT saw few examples of the PD strategies in teachers’ instructional practices, particularly in content areas such as mathematics and science classes. • Evidence gathered from a review of documents and class visits show that the school leader lacks a school-wide approach to consistently use data to adjust practices and promote school improvement. Although school leaders conduct routine visits to identify weaknesses in instructional practices, school leaders do not consistently review and use students’ performance data in this process. While the school leader has scheduled common planning time to support staff collaboration, support through meetings for staff is having an inconsistent impact. Teachers report meeting during common free periods throughout the day and in after school department meetings. However, teachers meet informally and voluntarily. In addition, common free periods do not always allow for a cross section of teachers to meet as the scheduling is centralized. <p>Recommendation:</p> <ul style="list-style-type: none"> • Establish, implement, and monitor a school-wide approach to the use of data, where school leaders, including heads of department, require teachers to demonstrate understanding and application of data in lesson planning, particularly when matching work to students’ needs. 		
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.

- The school leader has initiated interventions to give teachers access to support to improve their instructional practice, align their delivery of the curriculum to the CCLS, and incorporate the instructional shifts. However, school leaders have not ensured consistent and effective implementation of the expectations of the Common Core Learning Standards (CCLS) in all classrooms. The school established a common lesson-planning template that promotes intentional planning of differentiation. However, not all teachers use this template for their lessons. Although English language arts (ELA) teachers use EngageNY to develop their planning, reviewers found that teachers do not uniformly deliver lessons that consistently incorporate the instructional shifts.
- Although some teachers amend and adapt future lessons based upon their evaluation of students' achievement, most the lesson plans reviewed by IIT included minimal tasks or assignments that addressed the varying ability levels of students within the class. All students receive the same work, which does not sufficiently challenge students, particularly more able students. While teachers' plans include strategies such as the use of complex text and higher-order questioning, during class visits reviewers saw few examples of teachers effectively employing these strategies. The review team found that most teachers, particularly in subjects such as in mathematics and science delivered teacher-led rather than student-centered lessons. Teachers minimally engaged students and did not adjust lessons to ensure students' learning and understanding.
- The school leader has not established an overarching system to ensure interdisciplinary planning across all grades and subjects. Although some teachers provide opportunities for students to develop their literacy skills in arts, drama, and creative writing, this practice is not widespread across the school. During the VTG teachers reported that they do have formal interdisciplinary partnerships and departments do not routinely work across disciplines.
- Some teachers use formative and summative data, among other purposes, to inform grouping of students in their planning of learning activities, particularly in ELA and social studies. However, this practice is not consistent and students often self-select their own groups, defeating the object of using data to drive instruction and match the level of work to the ability of the different groups. Evidence gathered from student interviews and a review of documents show that written feedback is often limited to the provision of rubrics. Students interviewed by the IIT reported that they find rubrics helpful in guiding them to produce good quality work. However, students also shared that the feedback provided by teachers is not always specific and that students often have to ask their teachers for more details about errors they have made as well as what they could do to improve.

Recommendation:

- Improve the planning of cross-disciplinary opportunities for developing students' literacy and numeracy skills, by ensuring that school leaders:
 - develop an overarching plan that sets clear expectations of teamwork between departments; and
 - schedule time in formal meetings for teachers to collaborate in planning projects that include specific literacy and numeracy skills.

<p>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.</p>	<p>Tenet Rating</p>	<p>D</p>
<p>The school has received a rating of <i>Developing</i> for Tenet 4 – Teacher Practices and Decisions.</p> <ul style="list-style-type: none"> • The quality of planning and instructional practice is variable because school leaders have not successfully established a common policy on how departments use data. Training on data-driven instruction (DDI) methods has led to use of data in some departments. However, this is not consistently effective in meeting students’ needs because it is not always leading to appropriate differentiation strategies. School leaders do not share a common approach to checking the impact of data training in the departments for which they are responsible. Consequently, there are variations in student outcomes between subjects. • Teachers are increasingly delivering lessons that are aligned to the CCLS, particularly in ELA. Lessons based upon State-provided materials ensure that planned higher-order questions are asked during ELA lessons. However, this practice is not yet consistent across the school. While teachers’ plans include higher-order questioning, the review team found that teachers did not consistently implement this practice in their lessons. • The IIT found that some such teachers, particularly in ELA and social studies use complex text, and employ strategies such as using annotation symbols and highlighters, so that students are able to access and analyze the text. However, the IIT noted that some teachers missed opportunities to use these techniques and resources to support students’ in improving their reading skills. • Through collaboration, school leaders and teachers have developed a classroom culture and climate plan, which is displayed prominently around the school. During class visits, the IIT found that while some teachers consistently enforced the plan, some teachers did not. The IIT noted that some teachers employed instructional strategies that provide a range of ways for students to access learning such as small group instruction, partner collaboration, peer discussions, and the use of displayed learning resources to encourage student participation. However, the IIT found that most lessons were teacher-directed and did not include multiple access points for students. Teachers do not successfully meet the needs of different groups of students, such as those with disabilities, because insufficient time is spent on helping individual students with their work. • Teachers are beginning to use information from the outcomes of quizzes and assessments in their planning. Some teachers group the students in their classes for the purposes of instruction. However, the quality of the links made between assessment data and the grouping of students varies considerably across the school. <p>Recommendation:</p> <ul style="list-style-type: none"> • Teachers should ensure that students in all classes are actively engaged and fully participate in learning through improved use of on-going and corrective feedback to students and the promotion of student self-evaluation. 		
<p>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</p>	<p>Tenet Rating</p>	<p>D</p>

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

- The school leader has not shared a comprehensive plan for responding to students' social, emotional, and developmental health. School staff has some processes in place for students who are either in crisis or in need of more than tier one support. However, services are provided mostly in a reactive and isolated manner rather than as part of a proactive overarching system. Staff members refer students to different support services, but the staff has not developed formal criteria for student referrals. Members of the staff shared that external partners do not work directly with the social worker and counsellors, regularly.
- Students interviewed by the IIT, expressed that they have a member of staff to whom they would turn for support. There is a student support team in place at both middle and high school level to support students. However, staff interviews indicate that budget cuts has had an impact on the range of support available to students. Staff report that services provided by social workers has decreased, the Olweus bullying prevention program is no longer in use, the social support team coordinator is now serving three schools, and the small group support group leader role has been cut.
- Teachers, students, and parents contribute to positive school climate and support students' social, emotional and developmental health through participation in school programs and initiatives such as the gay-straight alliance and district's grief support network. Students reported feeling supported by their teachers and said teachers encourage them to take responsibility and develop independence. However, evidence from staff and student interviews demonstrated that the school missed key opportunities to maximize student involvement/voice in improving school climate. For example, the classroom climate and culture plan recently developed by predominantly teachers had limited student input. Students interviewed by the IIT shared their appreciation for the available art, music and drama courses and programs at the school. However, some students shared that they had limited choices for sports clubs.
- The IIT found limited evidence of collaboration between the student support team and teachers to develop teachers' understanding of how best to support students' social, emotional and developmental health. The implementation and monitoring of PD to build adult capacity is limited.
- The review team found that the school staff members minimally use data about students' social, emotional, and developmental health to plan their work to address students' needs. During discussion with the IIT, the school leader and members of the SST indicated that, while some data is available, the data is not yet shared beyond the individuals working within the support network. Members of the student support team shared that, events, such as anti-bullying programs, have not previously been planned in response to an analysis of data.

Recommendations:

- The school leader should enable improved sharing of experience and expertise with student support team members and other school staff in order to improve teachers' skills in promoting students' social and emotional developmental health within the classroom.
- The school leader should make use of the student government in promoting the acceleration of

restorative justice principles in the school's day-to-day work in order to improve student participation in promoting students' social and emotional developmental health around the school.

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

The school has received a rating of **Developing** for Tenet 6 – Family and Community Engagement.

- The school leader makes use of different media and communication channels to share the school's expectations of students' achievement with parents. Relationships have been established that draw on experience and expertise in the community to support students in preparing for college, training, and employment. For example, during the IIT review, district staff, local business and education professional conducted exit interviews with seniors to help students review their resume, develop interview techniques, and explore career paths. Nevertheless, inconsistencies in the quality of teaching demonstrate that students do not always receive a consistent message of high expectations from all staff throughout the school. Evidence from weaker lessons, as well as from students, clearly shows that the tips and tools for improving learning provided for some students are not consistently available from all teachers for all classes
- School staff has established effective lines of communication with families. School staff communicates with parents about students' achievement and development through telephone and electronic mail. Parents interviewed by the IIT shared that the implementation of the new school "climate and culture" initiative was clear and allowed them to reinforce the school's expectations, including parents of students with disabilities.
- School leader reported that although the school does not routinely translate newsletters and letters to parents into Spanish or any other language, the school has Spanish-speaking school leaders and support staff to enable families to communicate in their home language when needed.
- The school has targeted assistance for some families to support their children's education and development. Some parents in the parent focus group (PFG) shared examples of how specific support they received helped them to develop their personal awareness of relevant issues and, in turn, provide more focused help to their children. However, the school is still in the process of developing its approach to ensuring that all parents are aware of and have access to appropriate training.
- Although the district planned and advertised workshops for parents, the school leader said that parent participation in events other than school productions is low. The school leader also noted that the Parent Teacher Student Association (PTSA) is in the process of rebuilding its activities and some parents are beginning to participate in the PTSA.
- Parents in the PFG articulated that they have access to data through Parent Connect, the parent portal of the school's electronic record system. Most parents present liked and used Parent Connect and reported the portal helped them support their child's education and the school's work. Although parents said that not all teachers update the student information, regularly, parents were positive about the steps the school leaders took to resolve issues to ensure they have access to timely information.

Recommendation:

- School leaders and the leaders of the PTSA should improve parent participation in training and events by linking workshops with popular events, and promoting the use of parent leaders to reach out to those parents who do not visit the school.