Quality Review Report

2017-2018

Concord High School
31R470
109 Rhine Avenue
Staten Island
NY 10304

Principal: Christopher Anzalone

Dates of Review:
April 11, 2018 - April 12, 2018

Lead Reviewer: Buffie Whitfield
The Quality Review Report

The Quality Review is a two-day school visit by an experienced educator. During the review, the reviewer visits classrooms, talks with parents, students, teachers, and school leaders and uses a rubric to evaluate how well the school is organized to support student achievement.

The Quality Review Report provides a rating for all ten indicators of the Quality Review Rubric in three categories: Instructional Core, School Culture, and Systems for Improvement. One indicator is identified as the Area of Celebration to highlight an area in which the school does well to support student learning and achievement. One indicator is identified as the Area of Focus to highlight an area the school should work on to support student learning and achievement. The remaining indicators are identified as Additional Finding. This report presents written findings, impact, and site-specific supporting evidence for six indicators.

Information about the School

Concord High School serves students in grade 9 through grade 12. You will find information about this school, including enrollment, attendance, student demographics, and data regarding academic performance, at http://schools.nyc.gov/Accountability/tools/report/default.htm.

School Quality Ratings

<table>
<thead>
<tr>
<th>Instructional Core</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent does the school...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products</td>
<td>Additional Finding</td>
<td>Developing</td>
</tr>
<tr>
<td>2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>
## School Quality Ratings continued

### School Culture

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 Maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve those expectations</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
</tbody>
</table>

### Systems for Improvement

<table>
<thead>
<tr>
<th>To what extent does the school...</th>
<th>Area</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Make strategic organizational decisions to support the school’s instructional goals and meet student learning needs, as evidenced by meaningful student work products</td>
<td>Area of Celebration</td>
<td>Proficient</td>
</tr>
<tr>
<td>3.1 Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.1 Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning</td>
<td>Additional Finding</td>
<td>Proficient</td>
</tr>
<tr>
<td>5.1 Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS</td>
<td>Area of Focus</td>
<td>Developing</td>
</tr>
</tbody>
</table>
Area of Celebration

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.3 Leveraging Resources</th>
<th>Rating:</th>
<th>Proficient</th>
</tr>
</thead>
</table>

Findings

The principal uses school resources and teacher time strategically to improve instruction, in order to meet the school's instructional goals and improve the quality of student work.

Impact

Effective use of resources and time ensures students’ access to meaningful learning opportunities, college and career readiness, and leads to stronger work products.

Supporting Evidence

- The principal made deliberate decisions on the investment of the school's budget, in alignment to instructional goals, the instructional foci and based on the Citywide Instructional Expectations (CIE). Technology equipment such as desktop and laptop computers were installed in classrooms, to give students additional access to online resources. Additional informational text materials have been purchased to support the instructional shifts, contributing to improvement in student performance, as evidenced by reviews of student work products.

- To promote college readiness, hiring practices were reconsidered to leverage resources. This year, a committee of personnel use a tiered approach to interview and then make recommendations for the hire of new staff. Due to an influx of students with disabilities, there was a focus on hiring content specialists who are dually licensed in special education. These staff members were assigned to self-contained or Integrated Co-teaching classes based on their content specialty.

- The principal utilizes the school's master schedule to provide all teachers with common planning time, in order for teachers to meet to discuss student work and effective grouping practices, as well as engage in ongoing professional development activities. School leaders also schedule one-to-one teacher conferences with teachers to discuss common grade assessments and student progress. Teacher teams are responsible for discussing school goals, student outcomes, and instructional practices in order to accelerate student learning. This enables teachers to have dedicated time to focus on the impact of classroom practices on student outcomes, thereby elevating the quality of instruction, with emphasis on challenging tasks for students in all classrooms and content areas.
Findings
Systems and structures to evaluate, adjust, and monitor curricula, assessments, and practices across the school are being developed by school leaders and faculty members. Although the school is investing its resources to address student needs, school leaders and faculty are developing a process to evaluate professional development practices specifically as to what teachers need to learn to support student mastery and the quality of teacher collaborative teams.

Impact
Although faculty members are making adjustments to curricula, pedagogical practices, and expectations for teacher collaborative work, formal structures to assess those adjustments to promote coherence across the school are yet to be implemented. School leaders are refining structures and monitoring systems to ensure the effectiveness of school personnel assigned to the school.

Supporting Evidence

- School leaders shared that they review items including practices and data related to curricular and assessment practices as reflected on their cabinet meeting agendas. However, administrators sporadically discuss the implications for pedagogy, curricula, and assessment practices in terms of the expectations based on specific student needs. Consequently, administrators and lead teachers are developing a process to regularly calendar a review of all instructional practices related to the school’s instructional core to support all staff members to make needed adjustments in a timely fashion and increase the consistency of practices across all departments and teachers schoolwide.

- School leaders and faculty are developing a process to regularly evaluate and adjust the quality of teacher teamwork and professional development with particular attention to what teachers need to learn in order to support increased student mastery of the Common Core Learning Standards. The school leaders offered workshops regarding formative assessment strategies that would assist in providing useful in-the-moment feedback to their students during instructional time. While a few teachers are incorporating some strategies learned, the school is re-evaluating the system in place to increase the coherence of checks for understanding across the school. Additionally, as teachers are asked to reflect on lesson planning and the use of formative assessment strategies, staff is implementing a system to gauge the effectiveness of their efforts so that there is greater consistency of use of these practices across subjects and grades.

- School leaders ensure that teachers are involved in team meetings and professional development to reflect on the curricula and to look at student work and data to make needed curricular and instructional adjustments. Furthermore, the cycles of classroom observations, coaching visits, and intervisitations allow for additional opportunities to evaluate instruction. However, there are not yet specific protocols in place for teachers to receive feedback around their units of study and it is not evident that the school is using specific protocols or rubrics to assess curriculum alignment. Additionally, although teachers are engaged in inquiry work, protocols to share team findings on an ongoing basis are yet to be implemented.
### Findings

The curricula are aligned to the Common Core Learning Standards and/or content standards, integrate the instructional shifts, and consistently reflect rigorous habits in unit plans.

### Impact

Content-based tasks emphasize higher-order thinking for all students and promote college and career readiness.

### Supporting Evidence

- Curricular documents are aligned to the Common Core Learning Standards and content standards and build coherence across and within grades. Lesson plans across most subject areas attempt to identify instructional shifts that coordinate topics between subject areas as students advance through the grades. Teachers plan units that integrate the instructional shifts on which the school is focused. Most written plans include opportunities for students to work collaboratively and cite evidence to support their positions. For example, a sample plan for a science lesson required students to engage in a discussion of research by applying their thinking about a real problem and posing solutions. Students were required to cite evidence from their research to support the discussion.

- The school leaders share in the belief that access to the material needs to be planned, differentiated, and reviewed. All units are teacher created and intended to focus on the needs of all learners including students with disabilities and English Language Learners (ELLs). Their efforts are manifested in units across content areas that pose thoughtful essential questions, focus on identified instructional shifts including evidentiary arguments from text, vocabulary development and building knowledge in non-fiction and informational texts. For example, the English Language Arts (ELA) unit includes activities that require students to analyze socially relevant problems, outline differing points of view, plan and prepare a research essay in which they promote one point of view with textual evidence. Math teams are ambitious in developing maps and units that are coherent across grades, incorporating Common Core Learning Standards and requiring fluency and application to ensure students are prepared for college and careers.

- Curriculum maps provide evidence that the school develops rigorous academic tasks through the adaptation of instructional materials and adaptations for ELLs and students with disabilities. Learning objectives and questions align to Webb’s *Depth of Knowledge* level three highlighting critical thinking skills in tasks. This was evidenced in a lesson plan that had students analyzing diabetes and its cause. The task involved students’ writing a scientific explanation and using evidence from multiple sources to support their claim.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>1.2 Pedagogy</th>
<th>Rating:</th>
<th>Developing</th>
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Findings

Teaching strategies and scaffolds do not consistently provide multiple entry points to challenging tasks and opportunities to engage in classroom discussion for all students.

Impact

Teacher pedagogy reflects missed opportunities for all students to participate in higher-order thinking and cognitively engage in challenging tasks although a few classes were observed offering scaffolds to support learning.

Supporting Evidence

- Across classrooms, all students were provided with the same materials, without tiers, scaffolds, or choices to support learning. In a graphic arts class, all students had the same assignment which led to inconsistent engagement; one group finished quickly waiting without a next step or extension, one was just beginning, and others were at various stages of completion.

- In an Algebra class, the teacher reviewed previously taught concepts to build upon students’ prior knowledge in understanding probability, which included showing a video to provide an explanation on the concept. As an additional form of differentiation, heterogeneous ability-based groups of students worked collaboratively to draw conclusions, solve problems, and address misconceptions among each other. Some students explained how to solve certain problems and provided a rationale for why the probability of a particular outcome would occur based on the given data set. Across the class, students met the objective by comparing results to the answer in the problem solving task. However, in other classrooms, teaching strategies and scaffolds led to student responses that only reflected the use of recall or basic inferences, unlike the skills demonstrated in the math class.

- Across some classes, uneven levels of student engagement and critical thinking were prevalent. Although students worked in groups to share their noticings in an English class, some students did not fully engage with others and copied notes from their peers. In Living Environment, the majority of questioning was teacher directed, which precluded student-to-student responses. Student work and discussions are uneven across classrooms. In science class students had deep conversations about research and the teacher shared out student ideas from the discussions. Yet, in an ELA class, students were not provided opportunities to discuss when they were working together, as the lesson was teacher directed, resulting in student work that was low level, including fill-in-the-blank activities.
Additional Finding

<table>
<thead>
<tr>
<th>Quality Indicator:</th>
<th>2.2 Assessment</th>
<th>Rating:</th>
<th>Proficient</th>
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Findings

Teachers use and create assessments and rubrics that are aligned to the school’s curricula. Common assessments are used to determine student progress towards goals across grades and subject areas.

Impact

Students receive actionable feedback on their work from teachers and are able to use the information to improve their work products. The results from end-of-unit assessments are used to adjust curricula and instructional techniques.

Supporting Evidence

- Assessments are aligned to the Common Core and content standards in the curriculum and include end-of-unit assessments, mock Regents examinations, and teacher created tests. School faculty also collect information on student performance utilizing an error analysis report to note areas that individual and groups of students are struggling with to create targeted lessons to support student understanding. There are various rubrics created based on the standards, which are used to provide actionable feedback to students on how to improve their work products. In addition, teachers analyze student formative assessment data from quizzes and student work products to reveal information about student achievement. This information is shared with students using an online communication-sharing tool. Consequently, students are able to speak about their next steps in terms of performance and overall grade accumulation. Students also utilize the information from rubrics to improve writing and performance tasks in reading and math. The school continues to fine-tune assessment practices to offer a clearer picture of student mastery that includes increased meaningful feedback to students across all subjects. As a result, groups of students are making progress between examinations and increasing credit accumulation.

- Teachers collaborate and design common grade-wide, curriculum-aligned assessments, rubrics, and grading policies that attempt to address the data-defined student needs across most grades and subjects. Rubrics that are available across subject areas help teachers coordinate their next steps. These assessment tools are then used to track student progress towards goals across grades and make instructional decisions. A Regents comparison data summary spreadsheet revealed that groups of students were scoring better on the most recent administration of the English Common Core, Algebra Common Core, and United States History examinations, respectively. Teachers monitor this type of data on a continual basis in order to redesign units of studies in relation to these results.

- Most department teams look at the results of assessments to determine the standards students are struggling with to pinpoint skills and concepts students need to know and be able to do. Some assessments yield reliable and valid results aligned to be consistent with State assessment results. In addition, most teachers consistently analyze data from writing tasks, rubrics, and assessments to get a better understanding of students’ progress and learning needs relative to the learning goals and make adjustments to practice accordingly.
Additional Finding

<table>
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<tr>
<th>Quality Indicator:</th>
<th>4.2 Teacher Teams and Leadership Development</th>
<th>Rating:</th>
<th>Proficient</th>
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</table>

Findings

Teachers engage in inquiry-based professional collaboration that promotes distributed leadership and adjustments to teaching practices.

Impact

Professional collaborations strengthen pedagogy and contribute to effective instructional practices in the classroom, and they provide opportunities for teachers to assume leadership roles in curriculum planning and development.

Supporting Evidence

- All of the school's thirteen teachers are engaged in one of the five teacher teams (ELA, Math, Science, Social Studies and Physical Education). Teachers collaborate on professional teams to discuss schoolwide instructional practices that support the implementation of the Common Core and the instructional shifts. Teacher teams meet to review curricula, work products, and student data to elevate the instructional capacity of teachers and align teacher practice to the school's goals and the Common Core. Student work products reviewed during the teacher team observation meeting showed that students were incorporating content area vocabulary words, throughout their essays.

- During the meeting with teachers, they shared that working with their colleagues has contributed to enhancing their teaching practice. Teachers shared that they learn from teachers beyond their grade and content area and indicated that as a result of the collaborative team time, intervisitations have been scheduled with a focus on observing best practices and receiving constructive feedback from colleagues. Teachers expressed feeling valued, and gave examples of key decisions that helped with changes to the school schedule, revising the structure of the teacher team meetings, and having input on curricular purchases.

- The principal supports distributive leadership initiatives by creating a lead teacher role to support colleague teachers by working with them to improve. The sessions focus on curriculum, assessment and the refinement of student engagement and are facilitated by the lead teacher. During the teacher team interview, teachers shared that collaborative team meetings undergird professional development sessions that are spearheaded by teachers. For example, based on a fellow colleague sharing at a teacher team meeting, teachers engaged in honing their skills with the incorporation of Google classroom. Teachers reported that the collaborative planning meetings strengthen their instructional capacity, and one teacher shared that collaborating with peers has helped to improve her day-to-day planning.