



**Department of  
Education**  
*Carmen Fariña, Chancellor*

**Office of School Quality  
Division of Teaching and Learning**

# **Quality Review Report**

## **2014-2015**

**Clara Barton**

**High School K600**

**901 Classon Avenue  
Brooklyn, New York 11226**

**Principal: Dr. Richard A. Forman**

**Date of review: February 9, 2015**

**Lead Reviewer: Michael Prayor**

## The School Context

Clara Barton High School is a Career and Technical Education High School with 1466 students from grade 9 through grades 12. The school population comprises 90% Black, 6% Hispanic, 1% White, and 2% Asian students. The student body includes 10% English language learners and xx% special education students. Boys account for 30% of the students enrolled and girls account for 70%. The average attendance rate for the school year 2013-2014 was 87.4%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
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	<b>Additional Findings</b>	<b>Developing</b>
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	<b>Focus</b>	<b>Developing</b>
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	<b>Additional Findings</b>	<b>Developing</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Celebration</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders and staff developed structures to communicate high expectations to students and their families connected to college and career readiness.

### Impact

Ongoing feedback to families helps them understand student progress toward college and career and feedback to students prepare them for the next level.

### Supporting Evidence

- School leaders and staff created a college and career handbook for all juniors and seniors and their families. The handbook outlines important due dates for City University of New York (CUNY), State University of New York (SUNY), private, and out of State admissions, online applications, Federal tax returns. When students were asked to explain their preparedness with the college application process, they all confirmed the school prepared them due to the advisement they receive from teachers and counselors. Parents communicated the same.
- School leaders and staff send out a variety of newsletters to all grades communicating college readiness news via questions. For example, written to sophomores in December 2014, the question posed to students; “What should I be doing now?” This newsletter focused on sophomores starting their college search, reviewing their transcripts, researching college cost, and learning what programs they are eligible for, such as Educational Opportunity Programs (EOP), High Education Opportunity Program (HEOP), and Search for Education and Elevation Through Knowledge (SEEK). The junior students’ newsletter asks the same question; however, focused on taking the Scholastic Assessment Test (SAT) and American College Test (ACT) in the spring and advising students and parents where they can find SAT test prep.
- Parents communicated during the parent interview session that they received feedback from the school continuously through college advisement, progress reports and report cards from the school indicating their child’s progress. The principal also stated that progress reports are sent home twice a semester in addition to three report cards distributed each semester.

## Area of Focus

**Quality Indicator:**

**1.2 Pedagogy**

**Rating:**

**Developing**

### Finding

Teacher practice across classrooms is becoming aligned to the school beliefs about student learning and Danielson Framework for Teaching.

### Impact

Teaching strategies across classrooms were inconsistent in engaging students in higher order thinking skills and appropriately providing questions and discussion strategies to challenge all learners.

### Supporting Evidence

- Teacher questioning techniques to engage students with disabilities in higher-order-thinking skills were inconsistent. For example, during a Geometry lesson, the aim asked “How do you solve quadratic equations by graphing?” Students remained silent, and the teacher answered his own question. Then the teacher asked students to discuss in groups what symmetry is and determine what the axis of symmetry is. Students remained idle, not communicating with each other. One student responded, the teacher agreed with student’s response and continued on with his lesson.
- Across classrooms, teaching strategies to engage students in challenging tasks were inconsistent. During a Career Technical Education Nursing lesson, the aim read, “What skills are required to diagnose and treat common pediatric conditions?” The teacher led the questioning with limited opportunity for student-to-student discussion. After several questions led by the teacher, students either agreed or disagreed without explanation resulting in limited extended responses and thinking.
- Across classrooms, teacher practices inconsistently reflect the school-wide beliefs about how students learn best and influenced by the Danielson Framework for Teaching. For example, in an Algebra class, the aim read, “How do we use logarithms to find the values of products and quotients?” The entire lesson was taught in whole group with the teacher at the front of the board. There was limited teacher-student-student-teacher interaction. The teacher called on students that sat closest to the board. The teacher posed a question and then answered the question. Additionally, in the US History and Government class, students engaged in a debate. However, students were neither able to defend an evidence-based claim nor were they able to cite textual evidence.

## Additional Findings

<b>Quality Indicator:</b>	<b>1.1 Curriculum</b>	<b>Rating:</b>	<b>Developing</b>
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### Findings

School leaders and faculty are in the process of aligning curricula to Common Core Learning Standards (CCLS) and integrating the instructional shifts. Curricula and academic tasks inconsistently emphasize rigorous habits and higher order thinking skills and access across subjects.

### Impact

Across classes, curricula and academic tasks inconsistently engage all learners thus limiting access to higher order skills.

### Supporting Evidence

- A review of curricular documents provided evidence that curricula are in the process of becoming aligned to CCLS. Furthermore, lesson plans and curricula aligned to Depth-of-Knowledge (DOK) identified levels 1 and 2 for many lessons. For example, in an Earth Science Unit 3 and lesson plan, students were asked to identify and distinguish minerals, identify igneous rocks, characteristics to recognize and classify rocks, and a lesson aim read “How do we identify rocks by looking at rock samples?”
- Curricula and academic tasks across classrooms and grades vary with inconsistencies of higher order thinking and rigorous habits for a variety of learners. For example, US History and Government lesson plans are missing emphasis on the instructional shifts and Career-Technical Education curricula lacked the emphases of higher order skills, and the instructional shifts. For example, academic task and curricula for a Vision Tech course focused on the following skills and strategies: list and describe, define and compare along with matching, identify companies with frames, identify parts of a frame model.
- During a class visit to an Algebra 2 lesson, the lesson plan asked that students use logarithms to find the value of products and quotients. However, there was no planned scaffolds and access for students with disabilities, nor were there real world connections, math shifts (application/conceptual understanding) to engage students during the lesson.

<b>Quality Indicator:</b>	<b>2.2 Assessment</b>	<b>Rating:</b>	<b>Developing</b>
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### **Findings**

Teacher use of common assessments, rubrics, and checks for understanding are inconsistent across classrooms.

### **Impact**

Across classrooms, systems to monitor student progress, checks for understanding and self-assessment opportunities lead to missed instructional adjustments to meet the needs for all learners.

### **Supporting Evidence**

- Across classes, teacher feedback to students with actionable next steps was inconsistent. For example, during student interview, students presented graded work received from their teachers with limited feedback and next steps. The feedback was with comments, such as “excellent”, and “good work”. Classrooms visited had student work posted on bulletin boards with feedback; however, the teacher feedback was not consistently aligned to a rubric and task with next steps.
- Across classes, students sat in groups; however, teachers did not use formative data to re-group students or make instructional adjustments to meet the needs of struggling learners.
- Although the majority of students sat in groups, across classrooms, the opportunities for student self-reflection are uneven with fewer opportunities for students or structures for students to pause for self-reflection or engage in peer assessment.
- Across classrooms, teacher assessment practices do not reflect the use of ongoing checks for understanding throughout the lesson. Students worked on various tasks; however, checks for understanding were inconsistent. Subsequently, some students did not have a clear understanding of concepts and skills necessary to support their learning needs.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

Teacher leaders support their peers during inquiry-based professional collaborations that lead to structured professional development teams anchored in the Common Core Learning Standards and have a voice in key decisions.

**Impact**

School leaders have co-created professional learning communities, developed structure for teacher leaders to share in key decisions that support the students, and improved teacher practice.

**Supporting Evidence**

- Teachers meet in vertical departmental configurations to learn skills and competencies needed for the next course. For example, during an inquiry team meeting, science teachers identified that students skim reading materials and as such, struggle with comprehension. Teachers incorporated literacy skills, such as context clues, to identify and use academic language to assist students.
- Teacher leaders facilitate teacher team meetings. Teams design and reflect on the impact of literacy strategies used during the semester. During the interview with teachers they spoke of professional development being helpful to their planning and development of their practice. For example, teachers that teach Career and Technical Education courses expressed support of their practice, while learning annotation strategies to support their students reading rigorous text and see the impact of student achievement reading industry text.
- Teacher leads articulated that they felt empowered to have input on decisions towards the development and support of their peers: co-collaborating with administration to develop the school’s professional learning calendar for all teachers; being a part of the Learning Partners initiative that focus on improvement of questioning strategies, student-to-student discussions and effective use of assessments during instructional periods.