

$$\frac{6}{15} = \frac{x}{x+d}$$

$$\frac{6}{15}(x+d) = x$$

$$\frac{6}{15}x + \frac{6}{15}d = x$$

$$\frac{6}{15}d = x - \frac{6}{15}x$$

$$\frac{6}{15}d = \frac{9}{15}x$$

$$\frac{d}{dt}\left(\frac{6}{15}\right) = \frac{dx}{dt}\left(\frac{9}{15}\right)$$

$$\frac{\frac{d}{dt}\left(\frac{6}{15}\right)}{\frac{9}{15}} = \frac{dx}{dt}$$

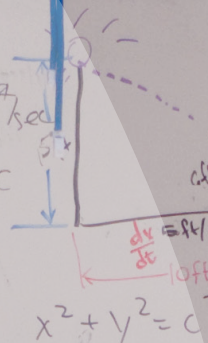
$$\frac{d}{dt}\left(\frac{2}{3}\right) = \frac{dx}{dt}$$

$$(5)\left(\frac{2}{3}\right) = \frac{dx}{dt}$$

$$(b) - \frac{10}{3} \text{ ft/sec} = \frac{dx}{dt}$$

$$5 \text{ ft/sec} + \frac{10}{3} \text{ ft/sec}$$

$$= 8.33 \text{ ft/sec}$$



$$\frac{d}{dt}[x^2] + \frac{d}{dt}[y^2] = \frac{d}{dt}[c^2]$$

$$2x\left(\frac{dx}{dt}\right) + 2y\left(\frac{dy}{dt}\right) = 0$$

$$-2x\left(\frac{dx}{dt}\right)$$

$$\frac{2y\left(\frac{dy}{dt}\right)}{2x} = \frac{d}{dt}\left(\frac{dy}{dx}\right)$$

Back on
Track



JOBS FOR THE FUTURE

EFFECTIVE PRACTICE AT WEST BROOKLYN COMMUNITY HIGH SCHOOL

AUGUST 2013



JOBS FOR THE FUTURE

Jobs for the Future works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.

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Jobs for the Future's **Back on Track Through College Designs** represent the next generation of schools, programs, and pathways that reengage youth and young adults who are off track to graduation or disconnected from school and work. The three-phase Back on Track model—Enriched Preparation, Postsecondary Bridging, and First-year Support—puts youth and young adults on a path to achieving their postsecondary and career aspirations. The Back on Track model is one of JFF's Early College Designs, which blend high school and college in a rigorous and supportive program.

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GSS Transfer School Model:

Good Shepherd Services has a long history of providing services to young people in New York City that is infused with its approach to a strength-based, youth development philosophy. In essence, GSS's philosophy and practice is to help young people identify and build upon their inherent strengths and abilities while acknowledging their individual circumstances and needs. GSS's first transfer school, South Brooklyn Community High School, opened in September 2002. In the fall of 2006, GSS opened a second transfer school, West Brooklyn Community High School, the first replication of the GSS model. GSS has since worked with other N.Y.C. organizations to further develop the model at four more high schools.

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Chapter VIII.

ATTENDANCE OUTREACH: CONNECTING TO STUDENT LIVES

Attendance outreach affords the opportunity to achieve three important goals: connecting with students' lives outside the building; reinforcing school culture and academic expectations; and continuing to develop the personal relationships with students that are central to success at transfer schools.

KEY STEPS

At WBCHS, attendance outreach begins the first day of the school year. Each morning, absent students are identified and staff begins immediate follow up to locate them. The work is led by advocate counselors, each assigned a caseload of approximately 30 students,

who, in addition to phoning students directly, reach out to family members, friends, and job sites in an effort to pull absent members of their community back into the building. Advocate Counselors are supported through funding from the Department of Education's Learning to Work initiative.

STEP 1. STAFF THE DOORS DAILY

Attendance outreach begins as students enter the building. Advocate counselors stand by the front entrance with clipboards where they note the arrival of each student on their caseload, enthusiastically greeting students as they arrive. In addition to creating a welcoming atmosphere, the regularity of this

GOALS

Connect to students' lives outside the building. By reaching out to students while they are outside the building, attendance outreach provides WBCHS staff with an opportunity to connect and authentically interact with crucial aspects of students' lives that might otherwise escape notice. This interaction can be particularly important when serving the older population of a transfer school, where students tend to have more well-developed, complicated lives outside of school. Often attendance outreach is the first place the school encounters the realities—such as family dynamics, financial demands, and social pulls—that shape a student's day-to-day experience.

Reinforce school culture and academic expectations. Transmitting expectations and maintaining the consistency of the school's culture is one the most important focuses of the WBCHS community. The staff's quick, targeted response to student absences sends an unmistakable message to students: You are noticed and will be held accountable for your actions. By connecting student behaviors to their effects on learning in the classroom, attendance outreach allows the school to express and reiterate its high academic expectations for every student.

Continue developing relationships. The responsive, strengths-based, targeted, and caring approach that characterizes WBCHS attendance outreach provides another important venue for developing the supportive, strengths-based relationships at the core of the school's reengagement strategy.

interaction ensures that students, many of whom once thought of themselves as anonymous and invisible at their previous schools, know that they are going to be noticed and held accountable if absent.

STEP 2. TAKE ATTENDANCE IN EVERY CLASS

While taking attendance daily is required in all NYC schools, WBCHS takes attendance in every class, as well. Attendance is entered in an online student information system (PowerSchool) that immediately makes this data available to advocate counselors. In this way, counselors can regularly look for patterns in student cutting.

STEP 3. RESPOND IMMEDIATELY

At their previous high schools, transfer school students often felt as though they could slip through the cracks and simply disappear. In this environment, a single unnoticed late day can bleed into a pattern of lateness or even whole cut-days, both with serious academic consequences. WBCHS is quick to establish a new expectation. When students are identified as late or absent through the monitoring of the front door or through in-class attendance, they are called as soon as possible. Attendance outreach phone calls are most effective before 9:30am, as counselors want to convey urgency and a sense that the school day is continuing without the students. This sense of urgency and responsiveness is continued as attendance interventions escalate, with letters home, home visits, and family meetings.

STEP 4. CALL THE PARENT

Effective attendance intervention involves both locating a student and triangulating with family members to ensure support. By keeping parents informed and working with them, advocate counselors prevent students from playing the two sets of authority figures off each other. Work with parents is a primary responsibility of the advocate counselor, and continues whether or not the student is making it into the building.

For instance, during an attendance outreach phone call at WBCHS, even if contact is made with a student and the student says that she is on her way into the building, advocate counselors will always reach out

to the student's parents. This triangulation serves multiple purposes. First, it keeps parents informed about truancy issues of which they might otherwise be unaware, allowing them to bring the issues up on their own. This creates a unified team working on behalf of the student. By always calling the parent without exception, the school avoids any opportunity for the student to ask to be "given a break" this one time: The expectation is consistent, clear, and unwavering. Second, by giving parents necessary information on their child's whereabouts, the triangulation builds trust between parents and the school. This relationship can be leveraged to draw the parent into other activities over time. Third, an attendance outreach phone call provides the school with an opportunity to reiterate the common expectations of the school. By connecting attendance with academics through a discussion of the school's grading policy, advocate counselors can explain how attendance affects a student's academic progress.

It is important to note that at WBCHS, outreach to parents does not consist solely of communicating negatives. Counselors make sure to alert parents to positive changes in their child's attendance profile as well. Phoning with good news is a quick way to strengthen a shaky or mistrustful relationship with almost any parent.

STEP 5. BUILD MOMENTUM BY STAYING PERSISTENT AND POSITIVE

Outreach to both parents and students requires persistence and a positive attitude. Often, initial efforts will yield frustrating results, with repeated phone calls going unanswered and little visible change in student behavior despite vocal assurances to the contrary. Students may be screening calls. Phone bills may be unpaid. Parents may be unavailable, unresponsive, overwhelmed, or unwilling to continue supporting their child.

In this atmosphere, persistence is vital. It is impossible to determine why a phone call goes unanswered, or at what point an often-delivered message will sink in. In those cases where a connection is being missed, continuing in the face of adversity sends a strong caring message to the student. In those cases where a connection is being dodged, the same persistence indicates accountability, reinforcing the school culture that students signed up for at intake.

When a connection is made, counselors at WBCHS always lead with the good things the student has done, expressing concern at the student's absence without assuming the student was cutting. Similarly, they invite the parent's suggestions for how to address the problem without suggesting that they are to blame, a careful balancing act that shares responsibility between parent and school. This non-judgmental, strengths-based approach is crucial to leading students back to the building. Energy and enthusiasm are infectious, and by reminding a student of their previous successes, an advocate counselor can motivate them to come back to continue.

STEP 6. GO TO THE HOME

Counselors are often averse to home visits, because they take far more time and are potentially more uncomfortable than a phone call. Nonetheless, they are necessary and effective. Face-to-face contact at home represents one of the deepest ways a transfer school can connect with its students' lives outside the building. As such, it is important for the school's advocate counselors to approach these visits with the utmost care.

At WBCHS, advocate counselors conduct home visits with a colleague when there has been no contact with a student for two straight days. Counselors bring a standard form letter—often personalized with a brief handwritten note—urging the student to get back in contact, which they can slip underneath the door in case no one is home. When the door is answered, counselors greet and make introductions, always explaining the purpose of their visit and apologizing for the lack of notice. Since home visits typically occur after attempts to contact family members by phone have failed, they of necessity occur with little or no formal arrangement beforehand so that the trip is generally a surprise for the family. Conscious that their presence may be unexpected, and often viewed as an intrusion, counselors never enter an apartment unless they have been invited in.

Unlike longer counseling sessions, the purpose of a home visit is to get the student back to school as quickly as possible if they are able to come. As such, home visits interactions are quick and pointed, checking in on the student and then immediately offering to drive them back to school so they can

continue with their studies. Longer, more in-depth conversations exploring the reasons behind the student's absence occur only once the student is back in the building and reconnected with his studies.

STEP 7. LOCK IN SUCCESS WITH RECOGNITION

Praise, encouragement, and visible reminders are vital final steps of WBCHS's attendance interventions. Once a student has shown progress, counselors are quick to reinforce the change by praising the student's new behavior. As with attendance outreach phone calls, counselors at WBCHS make sure to triangulate with parents, sharing the student's successes in the same manner they previously shared their difficulties. The school also promotes student successes around the building, creating a culture of positive recognition through bulletin boards that highlight students with excellent attendance, and through events such as monthly community gathering meetings, parent and staff community meetings each cycle, and honor roll events each cycle. Finally, WBCHS leverages leadership roles and internships, offering them as rewards to students in the midst of positive change.

STEP 8. INITIATE DISCHARGE PROCESS

In cases where the attendance intervention process appears stalled, it is important to initiate the process of discharging a student from the school. This process, while in part a practical necessity if a student must be taken off the school's register, can often be a tactical move that shows the family that the school is serious. It thus serves as a wake-up call to both parents and students and can jump-start an attendance intervention.

In particular, the discharge process requires a home visit from an "officer" of the school. This type of dramatic outreach often makes the idea of community tangible in a way that letters home, assemblies, and phone calls simply cannot. Faced with this level of persistence and commitment from the school, some parents who had been resistant turn around and begin taking phone calls, agreeing to meetings within the school, and more fully supporting their child's attendance.

A Graduated Approach to Attendance Outreach

ACTION STEP	PURPOSE	WHEN	WHO	OUTCOME
Staff the doors of the school to greet students and monitor attendance	Welcome students and convey that they are noticed/known	Every morning	Advocate Counselors	Students feel welcomed to school with personal contact
Take attendance in every class	Have formal record of student attendance	Every class	Teachers	Counselors are aware of cutting patterns
Call missing students	Convey urgency and get student to school	Within first half-hour of school day	Advocate Counselors	Students feel noticed even when they are not in building
Call parents/ caregivers of missing students	Alert parents to truancy; build relationship with parents; reiterate school expectations	In first half-hour of school day, continuing until adult is reached	Advocate Counselors	Students see school and parents are in consistent communication
Recognize and reward positive behavior	Create a culture of positive recognition	Ongoing	Advocate Counselors	Parents and students receive positive feedback; school builds positive culture
Home visits	Reach parents who are unresponsive	After multiple prior efforts fail	Advocate Counselors and Colleagues (in pairs)	Family sees that school is persistent in its concern
Initiate discharge	Handle cases in which truancy persists despite repeated efforts	After more than one trimester if other efforts fail	Director	Ideally, student finds better setting for growth; message is sent to school community about limits