



Office of Innovative School Models
 Persistently Lowest Achieving (PLA) Schools
 School Improvement Grant (SIG)
 Monitoring Report

School:	Automotive High School – Transformation Model	School District:	New York City Department of Education District # 14
Date of Site-Visit:	April 14, 2011 (Second Visit)	Members of Site-Visit Team:	Susan Gibbons, Major Capers, Andrew McGrath, Patrick Roche, Jennifer Span

STAFFING	
Collective Bargaining	<i>Negotiations are continuing regarding revision of the collective bargaining agreement in order to support: development of a teacher evaluation system, removal of staff based on the evaluation system and changes in work day, duties and hours.</i>
Teacher Evaluations linked to Student Performance	<i>Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.</i>
Identify and Reward staff or Remediate/Remove Staff	<i>A clear and transparent process for identifying staff for rewards and remediation is in place (A process must be in place immediately upon the development and implementation of the Teacher Evaluation System).</i>
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	<i>Activities are funded to recruit, place, and/or retain highly qualified teachers.</i>

Findings:

- During their focus group session, the school leaders stated the teacher effectiveness rubric is based loosely on the Danielson model and was developed by the New York City Department of Education (NYCDoE), the United Federation of Teachers (UFT) and the teacher effectiveness committee. The NYCDoE and the teachers' union are still negotiating the addition of a "Professional Responsibilities" component to the rubric.
- In their focus group session, school leaders stated the school began using the new teacher effectiveness rubric in early February. Information gathered from observations is entered into a database/tracker. The tracker allows the principal and assistant principals to input qualitative data on observations. During their focus group session, school leaders stated a teacher effectiveness manager from the Transformation Office consults with the school weekly regarding the data being entered into the teacher effectiveness tracker.
- Leadership reported the new rubric is an effective tool to use with teachers as they try to change the school culture to one of high academic achievement. The new rubric forces a focus on individual students.
- School leaders reported the teaching staff has begun using the teacher effectiveness rubric to improve and adjust instruction. Lessons are planned using the rubric as a guide for achieving a desired rubric rating.

- During their focus group session, teachers stated they have had meetings about the teacher evaluation system, and teachers are currently being observed using the new rubric. Teachers acknowledged the understanding that their evaluations would be based in part on student data beginning in September 2011, but were not sure of specifics.
- School leaders reported tenured teachers are observed once per semester, and non-tenured teachers are observed three times per semester. This year, formal observations have been conducted for two tenured teachers and six probationary teachers. The school leaders reported that walkthroughs are conducted daily, some are informal with verbal follow up, and others are formal.
- School leaders indicated the two master teachers each teach four classes as laboratories for other teachers to observe. The three turnaround teachers teach five classes each, paired with a struggling teacher in a team teaching model. One of the latter also conducts data collection and analysis.
- According to the College Going Culture Team, recruitment of turnaround and master teachers included 25 interviews; eight of the candidates were internal. Follow up interviews took place and five individuals were judged to be effective. Four or five came from the Active Teacher Reserve Pool from closed schools. They didn't apply; they were assigned to the school.

PLANNING	
Implementation of Timeline	<i>The district/school is on track to complete activities in accordance with the approved timeline for implementation, or to submit an approvable School Improvement Grant (SIG) application. Identify elements that are off-track.</i>
Performance Targets	<i>The district/school is implementing activities which will help them meet the school's performance targets. (Performance targets are tied to the school's achieving "In Good Standing" by the end of the 3 year grant period. Refer to the school's Performance Plan Template, as available.)</i>
Implementation of JIT Recommendations	<i>The district and school are implementing the plan based on the JIT recommendations. The recommendations of the JIT are addressed as delineated in the SIG application or Restructuring Plan, as applicable.</i>

Findings:

- The school did not have a JIT review; therefore, the SED team could not match the school's planning efforts with their submitted implementation plan.

PROFESSIONAL DEVELOPMENT	
Quality, On-going, Job-embedded Professional Development	<i>Implementing job-embedded professional development, as defined by the USED, and as approved by NYSED.</i>
Supportive of Instructional Needs	<i>All professional development is researched based and supportive of the instructional needs of the school.</i>
Monitoring and Analysis	<i>Professional development is monitored and analyzed to ensure staff participation and classroom implementation.</i>

Findings:

- The administration at Automotive HS presented a professional development planning guide for Fall 2010 to the site visit team. This plan outlines various

departments and grade level meetings focusing on assessments, Datacation, a web based assessment management system, and classroom management.

- The site visit team reviewed: a narrative outlining professional development that has been conducted with the faculty and staff of Automotive HS. Staff attendance could not be ascertained by the site team, nor was it clear how the professional development is embedded into the school’s instructional practices. The professional development plan outlined the community partners and the resources they provided to the school. According to school leaders, all teachers attend Tuesday professional development sessions. Lesson study takes place in every department, and includes Domain I of the teacher evaluation rubric, Planning and Preparation.
- Administrators referenced a series of professional development sessions to be held in the Spring of 2011 on lesson planning, how to use data for low, medium and high performing students, and how to work with variable student needs.
- External professional development partners from AUSSIE reported starting a consultant-like relationship with the school in March 2011. Two consultants have been hired; each will be in the school eight days. Their focus is on helping teams of teachers plan differentiated instruction based on data analysis. In addition, each consultant is coaching approximately four teachers individually. Leadership reported Prosper, a Scantron assessment system, provided two web based trainings on their data system. One of the turnaround teachers also provides coaching on the use of Prosper to departments and individual teachers.
- The College Going Culture Team has created a literacy team with representation from each department and each curriculum. AUSSIE adds literacy component to the science and social studies curriculum through clinical observation, and the use of the teacher evaluation rubric and process. They focus on classroom management.
- The College Going Culture Team reported the Head Dean has small groups organized to study security, chancellor’s regulations, the school culture, effective strategies, and the code of conduct; from this was created a school improvement plan. As a result, the school day has been extended in periods, but not actual time.
- The assistant principals indicated they have created professional development activities for characterizing effective, highly effective and developing activities for the classroom. They reported that small groups of volunteer teachers conduct inquiry work after school because “We want to know why.” They identify weak points on the Regents exams, such as vocabulary, and then create strategies such as word walls, literacy techniques, and the use of manipulatives (the network provided these). ELA and social studies teachers are working together, using inference in Document Based Questions (DBQ) essays as practice for the U. S. History Regents.
- The science department had poor assessment results last year, and significant changes were made in instructional strategies. According to administrators, 75% of class time was consumed with trying to bring order to the classroom.
- Although the SED visitors were provided with an extensive chart of a variety of professional development activities scheduled over the spring semester (which included a column titled “Product”) there was no evidence provided that these professional development activities were monitored for effectiveness. When asked, the principal was unable to say how professional development was monitored for results.

DATA ANALYSIS	
Data to Inform Instructional	<i>Data is used to identify and implement research-based instructional programs that are aligned with state standards</i>

Programming	
Data for Instructional Decisions for Student Achievement	<i>A system is being implemented which allows for the continuous use of data to make instructional decisions for students.</i>

Findings:

- School leaders reported a turnaround teacher with data analysis experience was hired at the start of the school year. This was confirmed by the College Going Culture Team.
- School leaders reported the Prosper data system is being used to analyze student performance on assessments and to plan instruction. Prosper staff conducted two trainings for Automotive HS staff via web cast. The turnaround teacher provides one-on-one training and technical assistance for staff who need help with Prosper. All four core subject departments use the program. All teachers can access the system. Prosper can import data from Exam View, another system used by the school. Every NYS Learning Standard for K-12 math and the 2010 Common Core standards are entered in the Prosper system. Both Prosper and Exam View are used for creating and analyzing common assessments according to the turnaround teacher.
- According to the turnaround teacher, Math teachers meet twice each month to match assessments with common core standards. The ELA department is using student performance on grade level and skill level assessments to group students for instruction, according to the College Going Culture Team. The ELA department has the five point rubric from the 6+1 Traits of Writing program entered in the Prosper system and uses it to create and analyze common assessments.
- According to the turnaround teacher, the Social Studies department uses common assessments aligned with Regents exams to check student competencies. The Social Studies department created Design Your Own assessments over the summer. These assessments are now on the Prosper system and being used for creating and analyzing common assessments. The social studies teachers also conduct item analysis with a mastery packet to be completed independently by students. Other social studies assessments use the Regents rubrics with students to help them analyze their own work. Peer tutors, according to the College Going Culture Team, are working with freshman classes grouped by test results on ELA exams.
- The College Going Culture Team reported the Science department is also using NYS Learning Standards to create and analyze common assessments. The teachers work with students as they compare their answers to Regents rubrics. Common assessments are regularly administered to all students in a given course. The results are analyzed for areas that might need remediation.
- The Turnaround teacher demonstrated the use of Prosper for analyzing student performance on a Math common assessment. Data was disaggregated for individual student responses on all items and whole class response on individual items.
- School leaders reported juniors and seniors have been grouped according to credit accumulation and Regents exam completion rates to help create individual graduation and college-readiness action plans. The College Going Culture Team reported all juniors and seniors are on a tracking system to monitor progress toward graduation. Leadership created a data wall consisting of charts and graphs tracking credit and exam accumulation for all grades. Leadership shared documents outlining a plan to conduct a series of “Town Hall Meetings” with students from all grades. One document explains how students are grouped by grade and their credit/exam accumulation status with different activities planned

for each group. The documents included: attendance sheets, emails outlining the planning process, individual student goals, and form letters for parents and students.

- The College Going Culture Team reported that it uses demographic and academic data to tailor scholarship opportunity searches for students.
- All teachers have access to the Datacation system. The Turnaround Teacher has seen an increase in teacher use of this system since the beginning of the year.
- In response to a question about tracking of student achievement data, the administration stated academic achievement is being tracked by class for all students.

CURRICULUM AND TEACHING	
Increased Learning Time	<i>The school has implemented a longer school day, week, or school year to significantly increase the total number of school hours to provide additional time for instruction in core academic subjects, or in enrichment subject areas, or added time for teacher collaboration.</i>
Mapped and Paced Curriculum	<i>The written district/school level curriculum is aligned to NYS standards, performance indicators, the core competencies and is being implemented. Pacing guides are developed, used and monitored.</i>
Instructional Programming is Linked to Needs Assessment	<i>Curricular decisions have been made to meet the needs of all students.</i>
Effective Teaching	<i>There is evidence of rigor, relevance, pacing, and alignment of curriculum to State Standards, and student engagement from Highly Qualified Teachers (HQT).</i>
ELL/SWD	<i>The necessary instructional programs and highly qualified staff are in place to support the needs of English Language Learners (ELL) and students with disabilities (SWD).</i>

Findings:

- The school administration provided no evidence of a formalized AIS program in place at Automotive HS for the 2010-2011 school year, except there was after school support provided by the partners.
- Administrators reported that twice as many seniors are ready for graduation this year as were last year. They are attempting to give eleventh graders more exposure to colleges. College level work is now started at ninth grade, according to school leaders. Guidance staff reported that there are several advanced placement courses available for students, such as government statistics.
- School leaders stated this year’s twelfth graders present many challenges, as support is needed in re-teaching, gaining higher credit accumulation, and Regents passing rates. Students are targeted by their specific needs for additional classes, i.e., failure of a Regents exam.
- The Career and Technical Education (CTE) programs observed had students engaged and focused on project based activities. Lesson plans on topics taught were outlined and the rubrics for standards were observed in many classrooms.
- Regent’s exams were clearly a focus at the school. Students were seen working on practice tests, Regents packets or answering sample questions. Teachers were heard to refer to “when you take the Regents” or “this is going to be on the Regents.”
- SAT prep is held after school. Every student who failed a Regent exam has mandatory after school tutoring time. Struggling students have remedial/makeup classes. Next year college courses will be added after school. Saturday credit

recovery class has seventy-three students attending. During February break 100 students were in attendance at remedial sessions. Read 180 is used for two sections of special education students, where social studies and English are taught together.

- There was evidence from classroom observations that students were not engaged; and a number of students were sleeping, listening to ear buds, wearing hats/hoods, or taking part in sidebar conversations while teachers were trying to deliver instruction. SED visitors did not observe evidence of rigor, relevance, pacing or alignment of curriculum to state learning standards in most of the classrooms at Automotive HS. A turnaround teacher’s lack of classroom management skills prevented her from appropriately dealing with disruptive students while teaching. The constant disruption caused by students entering class late without consequence and the outbursts of student comments during instruction resulted in chaos in some of the classrooms observed. Very little actual teaching was observed on the day of the visit. Teachers were observed spending a large part of their time negotiating student behaviors while attempting to teach.
- Classroom observations revealed slight improvement in classroom management from the team’s visit in January in some classrooms. Certain lessons held more students’ interest than prior observations indicated; but no classroom appeared to have the complete engagement of every student even if they were not being disruptive. Classroom management continues to be an issue for many teachers, preventing learning from taking place.
- SED visitors observed a high level of social disconnect between teacher and student as students often referenced teachers constantly as “Ms.,” all the while referring to each other as “nixxer” and openly using profane language.
- Students chosen for the interview reported that the level of work required is relevant to “those who care” and “those who don’t” (speaking of teachers). “Work is now more challenging; one teacher gives college level work.” Other students commented that “Homework is not challenging, you can do it in class” and “Homework does not relate to class work.”
- When asked what has improved at the school this year, students replied that teachers push students more, and are trying to build confidence in all students starting in ninth grade. They reported the principal also talks to the students more frequently.

STUDENT SUPPORT	
Additional Support	<i>Students are receiving extra academic and developmental support based on student need (AIS, character development, PBIS).</i>
Counseling	<i>Student support services are in place to provide students in need with additional social support (education/career counseling, social work, drug/alcohol/violence counseling, school psychologist, health/mental health professional)</i>
Enrichment Opportunities	<i>Students have opportunities to participate in academic and social enrichment activities during and after the school day and during the summer.</i>

Findings:

- The College Going Culture Team reported one teacher is available four periods per day, and a second teacher is available two periods per day to assist students with college applications, financial aid questions, credit recovery, and scholarships.
- Students in the focus group stated that they receive extra support in the form of Regents prep and SAT prep, saying that teachers “give you a hard time and

won't let you quit." Saturday Regents prep courses continue and remain organized according to student needs.

- Students in the focus group stated they all meet with their counselors to “confer on the future.” “The counselor straightened me out” by starting weekly meetings early enough to ensure the student met all requirements for graduation. Counselors reported that they are working closely with eleventh and twelfth graders to prepare them for college.
- Guidance counselors and teachers meet with groups of students for intervention in such areas as attendance and cutting classes, according to the school administration.
- Students keep the same guidance counselors through high school. Counselors are starting to take students on college trips. For some students, these are their first trips outside of New York City. School leaders reported they are trying to get college representatives to visit the school. Students stated that they have participated in college visits to Syracuse, SUNY and CUNY schools. Some students also choose to visit technical schools. Students in the focus group reported that a lot of students are receiving scholarships and FAFSA assistance. There was a field trip to the World Trade Business Fair to encourage interest in careers in business.
- The Good Shepherd/Crossroads representative stated they provide attendance outreach, individual and group counseling, and after school services. There is a focus on getting families engaged. School leaders reported that this agency supports students already in crisis as well as through prevention strategies. The program services approximately sixty percent of the student population. Thirteen full time Good Shepherd/Crossroads employees are at the school during the day, including an Attendance Outreach Specialist who is new this year. Twenty part-time employees work in the after-school program. Most of the after-school staff is Automotive HS teachers.
- Through Good Shepherd, students participate in a Bridge program during the summer prior to entering the school. They have an opportunity to earn three credits and meet the teachers and other students.
- Seniors and juniors who perform well on assessments are identified to help provide freshmen with academic support, according to the College Going Culture Team.
- The students who were interviewed reported they can meet with their graduation guardians any time they want, or schedule regularly occurring meetings. Students stated they recognize that they are being strongly encouraged to succeed. Of 190 seniors, 140 have applied to college, 120 of them have fee waivers paid for by Automotive HS for CUNY. Graduation Guardians are developing an action plan for each student to keep them on track for college. The graduation guardians work with students, providing SUNY and CUNY information, as well as fiscal information. The College Going Culture Team has a special plan for male students, but it was not shared during the visit. For girls, the College Going Culture Team identified scholarships, SIMBA (Safe in My Brother's Arms), College Now, and Carpe Diem (eighty students) as supports.
- Administrators indicated that one hundred eighty more students are participating in Crossroads this year, with fifty to eighty in daily attendance. Students indicated that the program is very popular. The school is providing “summer school-like” evening classes to allow students to graduate on time. There are opportunities for enrichment such as taking Global Studies in one year instead of two, and then going on to AP courses.
- Crossroads representatives indicated that over one hundred students are involved in counseling each day, and this information is tracked. Crossroads staff shares information with guidance counselors and school teams.

- Student government meets weekly, and students must have good grades to qualify for participation. Members reported they are currently working on the prom and felt some success in helping to smooth out the scanning process for entry to the building.
- Students reported having advisors/counselors is very important for motivation. “Sometimes people just need that push.”
- When asked about the Pink Pistons club for girls, the students indicated there had been no time to implement it fully. Several girls expressed the feeling that they chose to “get away from female attitudes” by attending this school and now they “know how to talk to boys.”

TRANSFORMATIONAL SCHOOL LEADERSHIP	
Effective Leadership	<i>The school leader has the experience and skills needed to successfully implement a turnaround model and to act as a change agent for the school.</i>
Leadership Development	<i>School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.</i>
School Improvement Manager/External Providers	<i>The school is being guided and informed by its partnership with its School Improvement Manager or external provider.</i>
Building Level Leadership Team	<i>The school is utilizing its Building Leadership Team to implement the intervention model.</i>

Findings:

- When asked, the principal was unable to immediately articulate a comprehensive educational plan to increase academic achievement for students.
- A lack of ongoing professional development for the school’s leadership has hindered the principals’ ability to build lateral capacity for her administrative staff, instead focusing decision making in the principal’s position.
- The approach to dealing appropriately with difficult students and managing aggressive, oppositional and defiant behaviors was largely left to individual teachers and administrators. The school does not have a comprehensive approach to tackling school climate and culture.
- The overall professional development plan lacked appropriate professional development matched with staff needs to effectively support student achievement.
- Despite comments by the principal to the contrary, a culture of high expectations and a climate that is conducive to high academic achievement was not evident.
- The administration recognized that the student population is 95% male, but there are no partnerships with organizations or programs that specialize in educating male students.
- The administration reported that they took the first visit report very seriously with regard to student behavior. Subsequently, small groups of teachers participated in workshops on SAVE legislation, classroom management, and interventions. Lesson planning was addressed as well.
- The New Visions for New Leaders Network coach confirmed that coaches continue to work with the principal on site.
- The school leaders stated in addition to three assistant principals and the principal, there are peer leaders who are “powerful.” They focus on uniform teaching strategies and pacing. Teachers indicated the school is “teacher-led,” but the SED site visit team was not able to confirm this from observations. New teachers, especially, were described as being very well supported.

- Professional development for school leaders included the new teacher evaluation rubric and New Visions on special education instruction and compliance. The leadership coach from New Visions comes into the school weekly to discuss such issues as school culture and safety. Their curriculum specialist will come in this spring, to collect and analyze data for curriculum and assessment.
- Administrators reported the Deputy Director of the Children First Network has conducted four workshops with the Deans on school environment.

SCHOOL CLIMATE AND COMMUNITY ENGAGEMENT	
Environment is Conducive to Learning	<i>The school is safe, orderly and academically-oriented. Supervision is sufficient, respectful and consistent.</i>
Shared Vision	<i>School staff understands the focus/ vision of the school's improvement efforts and supports them in a consistent and effective manner.</i>
Collaboration	<i>Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.</i>
Parent Involvement	<i>Strategies are being implemented to increase the involvement and contributions of parents.</i>
External/Community-Based Partners	<i>Strategies are being implemented to increase the involvement and contributions of community partners.</i>

Findings:

- The administration stated changing school culture is about changing expectations. Implementation of PBIS was initiated but was “not fitting here.” Life Space Crisis Intervention was chosen to replace it and professional development was provided in the Summer of 2010. This program will “Let kids know what opportunities are available to them,” according to school leaders. It is intended to change the way a conflict is perceived through de-escalation, peer mediation, and goal based changes. School leaders hope to decrease the number of level four and five incidents. They will start with screening students coming into the school for problems. This program is in the early stages, with the last group being screened two weeks prior to the visit. Teachers, according to administrators, are reaching out in the classrooms to students, and will expand this outreach to other aspects of the school.
- The partner representatives stated the climate here is far better than in other schools they work in. According to Good Shepherd staff, overall the school climate is improving; there is an increase in connections between students and adults.
- Partners reported feeling safe in the school and that they are supported by the school administrators. Their staff feels respected.
- The Good Shepherd representative stated this year at Automotive she sees increased collaboration between her organization and school staff, increased sharing of information and an increase in the “college going culture.”
- The partner organization representative for Good Shepherd described the climate as follows: “Each year, the halls have a happier feeling.” The responses the students show to staff are very healthy. She indicated they NEVER have disciplinary incidents in their program. Students are mostly respectful to staff. Teacher/student relationships are good.
- Parents who were interviewed reported that the building, especially in the hallways, is quieter now than in the past.
- Parents in the focus group reported that there is a “little” gang issue; some teachers are able to control this in their classrooms.

- In their focus group interview, students, when asked about school safety, indicated that it was “really bad three years ago,” then it was turned around. Now there is less violence, rowdiness and fewer fights. They described it as “a complete 360.”
- Students who were interviewed expressed their feelings that the school is run more efficiently than in the past.
- The comments above from parents, students and school partners are not confirmed by observations in the classrooms and the hallways. The school leadership team expressed great confidence in the modifications which have been made thus far to address behavior within the school; however, the site visit team observed that discipline continues to be problematic within the building and the school’s environment continues to create serious challenges for teaching and learning. Teachers in classrooms were observed to spend disproportionate amounts of time getting students’ attention and directing them into learning activities.
- Classroom observations showed many violations of school rules regarding dress, behavior and language. Many students in the hallway ignored staff requests related to inappropriate behavior.
- Students frequently were heard using foul language in both hallways and classrooms. Most instances were not addressed by staff. Not one disciplinary referral/write-up was seen to be issued, or even threatened to be issued, when staff did address the use of language.
- Students were observed to disregard any re-direction from staff regarding misbehavior. This was evidenced by several students in the hallway coalescing and continuing to horseplay, even amid several adult prompts to move along. Students were observed roaming the hallways and stairwells during class time.
- Several staff reported to the SED site visit team that students regularly smoked marijuana in the stairwells. A security guard reported several of their posts were changed to secure that area during the site visit.
- A Parent Teacher Association representative brings information to committees, according to the representatives.
- There is a parent room, with computers and a parent library, and parents interviewed were enthusiastic about its availability.
- The Parent Path, part of Datacation, allows parents access to student achievement data. Parents can see student weaknesses and strengths.
- School leaders indicated they have added one attendance officer who makes home visits, until 8 p.m. on school days and on Saturdays.
- The parents stated attendance has been incentivized and improved dramatically. There are incentives for one hundred percent attendance, including certificates, an award ceremony, and raffles. Students want to graduate and are aware of the pathway to graduation. If students are late or cutting class parents are informed through letters or phone calls from the Parent Coordinator as well as the Good Shepherd staff. “Hall sweeps” have been conducted to identify students without passes. Later in the conversation with school leaders, attendance was described as a “challenge.”
- The average daily attendance, according to the Good Shepherd representatives, is 85% for their program. There is a dedicated attendance outreach person on staff.
- When asked how students came to enroll at the school, a parent indicated that her son loved school; several relatives had attended this school. Another parent indicated her son feels challenged with writing essays, as teachers are preparing students for what they need for Regents exams. Most of the students selected for the interview indicated this school was their third or fourth choice.

- Parents lauded the after-school activities provided by Good Shepherd.
- The administration indicated parent involvement is growing; parents of seniors know their children’s college plans and attend FAFSA workshops. The school helps parents to do their taxes, among other outreach initiatives. They are trying to change the parents’ role in school.
- Students demonstrated enthusiasm for the Crossroads program.
- AUSSIE representatives indicated they do “layered work” with groups and individuals to support student achievement. They measure their effectiveness through student engagement and anecdotal records. The rest of this year and next year they feel their work has to be strategic and has to speak for itself. They felt the teachers were making good use of technology, as well as literacy. AUSSIE staff is piloting the common core rollout with NYCDoe.
- The Crossroads/ Good Shepherd representative stated that each year the school has improved; increasing collaboration across the grades, among the DoE, CBO staff, teacher teams, and together increased the college going culture. The graduation rate has increased, as well as the number of students applying to and being accepted at colleges. She added that there is “a great school culture,” and the school is safe. Teachers can connect from the day school to the after school program and mentor their own students.
- Crossroads provides Relationship Abuse Prevention (RAP), Kamba, and related services from DoE. Plato is an online credit recovery program which was demonstrated to the visitors. A peer mediation program is supported with SIG funds.
- A DoE learning environment survey is currently in process; it was given to students, parents and staff.
- The administration did not disclose that another “school” was housed in the same building as Automotive HS. Visitors discovered this school by accident, at first assuming it was part of Automotive..

OTHER FUNDING SOURCES	
Use of 1003(g) or 1003(a) grant funding	<i>The LEA is using School Improvement Grant (SIG) funding to support the implementation of or planning for school intervention models.</i>
Use of Other Funding Sources besides 1003 (g)	<i>In addition to SIG 1003(g) and/or 1003(a) funds, the LEA is using a number of other resources to implement the school intervention models or the Restructuring Plan, as applicable.</i>

Findings:

- NYCDoe reports the school received \$1,062,351 in transformation funds for the current school year. They will receive \$974,000 for the 2011-2012 school year (adjusted for enrollment).
- A representative of the school partner program Good Shepherd/Crossroads, which services approximately 500 Automotive students, reports the program receives Attendance Improvement/Dropout Prevention (AIDP) funds from NYCDoe, and grant funds from United Way. They also receive funds from NYCDYCD for a freshman mentoring program and from UBS for a separate mentoring program.

DISTRICT SUPPORT AND PLANNING FOR DEVELOPMENT	
District Support Provides Operational	<i>The LEA provides or is planning to provide the school operational flexibility (such as matters regarding staffing, calendars/time, and budgeting).</i>

Flexibility to the School	
District has a systemic plan for intervention and improvement	<i>The LEA has incorporated all JIT recommendations and requirements of the SIG Application into the improvement plan for the school.</i>
District has a plan to identify, recruit, place, and retain effective leadership	<i>In accordance with SIG requirements, the LEA has a plan for hiring and retaining leadership.</i>

Findings:

- The DoE School Improvement Liaison (appointed six weeks ago) was present at some of the sessions. She described her role as serving as the School Improvement Manager (SIM), a position which has not yet been filled. This was her fourth visit within a two week period. Her role is to set direction for the school, to improve the graduation rate, and increase Regents exam scores. In addition to work being done at this school, the school improvement liaison represents over 200 NYCDoe schools in accountability as a school improvement manager. The school improvement liaison assists the school with its SIG budget planning, SIG application planning and PLA monitoring response.
- According to teachers and leaders, school staff was very much involved in the Master Teacher and Turnaround Teacher selection process. However, school staff did not have input regarding the permanent substitutes who were assigned to the school by NYCDoe.
- School leaders reported they have received weekly assistance from a teacher effectiveness manager in effectively inputting data from teacher observations into the tracking system. Since the fall, the principal and assistant principals participated in training since the fall conducted by the Transformation Office on the new teacher effectiveness rubric.
- The network leader supporting the school offers curriculum support in the core areas, as well as strategic planning for graduation cohorts. The network has helped to create a strategic plan for next year.
- The Brooklyn High School Superintendent conducted a Quality Review at the school a week prior to the visit. The administration indicated the school was deemed “proficient.”

Summary:

The State Education Department five-member site visit team conducted a second full-day visit to Automotive High School on April 14, 2011. Although the visit was brief, the team was able to gather information about the school's efforts to continue the implementation of their transformation reform model to improve student achievement.

The team's primary focus was to observe teacher-student interactions as they engaged in the teaching and learning process. As observed during the first visit on January 5, 2011, students' inappropriate behavior continued to prevent instruction taking place in most classrooms, and much time was consumed in getting students' attention. The open use of foul language in the hallways was still blatant, with few instances noted

or addressed by staff. Students were allowed to disregard staff requests to change behavior or comply with school rules.

The Department has serious concerns regarding the school's ability to provide an environment that will enhance student learning through the transformation reform model as it relates to school leadership and climate.

Subsequently a third visit will be conducted during the month of June 2011 to determine if sufficient changes have been made to allow full implementation of the school reform model.

The School Improvement Grant application for the 2011-2012 school year must include a plan to improve effective school leadership and school climate.