

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**



DESIGNING OUR FUTURE

**A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and Schools**

**ONE BRIGHT RAY COMMUNITY HIGH SCHOOL
PHILADELPHIA, PA**

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INTRODUCTION TO THE VISIT

In 2004, The School District of Philadelphia approached One Bright Ray Inc. (OBR) to design and pilot a new accelerated high school model for over-aged, under-credited youth that had dropped out of high school. Since then One Bright Ray Community High School has grown to encompass three campuses: Fairhill, Elmwood, and the Simpson campus. The 3 campuses of One Bright Ray Community High School has a total enrollment of 500 students in grades 9-12. The student population at all campuses represent a diversity of race, ethnicity, socioeconomic status, and home language; a fact that is a source of pride and strength.

Early in 2014, the One Bright Ray Community High School administration registered the school with Middle States and hosted a Candidacy visitor. The school was granted candidacy and started work on the self-study early in 2014, using the Designing Our Future (DOF) protocol. Work on the self-study continued at the school and was completed in time to host a February 2016 Middle States Visiting Team. The Middle States Visiting Team arrived on Tuesday, February 23, 2016 and was comfortably housed at the Embassy Suites Hotel in Philadelphia, PA. Following orientation, the team met key members of the administrative staff, planning team members, and faculty at the Elmwood Campus of One Bright Ray Community High Schools.

During the next three days, the team met, interviewed, and observed most of the school's staff members, both in the classroom and in informal visits throughout the course of our visit, which culminated on February 26, 2016. A Middle States self-study provided the Visiting Team with a structure to conduct its business. The Middle States Visiting Team was warmly welcomed into the One Bright Ray Community High School community for the entire visit and is grateful for the comfortable accommodations provided for the team throughout our visit. As stated in the school's mission, "Only the educated are free," it was evident throughout the Middle States team visit, that all stakeholders work hard to make this a reality for the students who matriculate into One Bright Ray Community High School.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the institution's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team Observed:

- The internal coordinator is held in high regard by all members of the staff
- The internal coordinator demonstrated mastery of the self-study document and strongly believes in the mission and vision of the school
- The internal coordinator regularly visits all campuses to ensure the input of all stakeholders in the completion of the self-study document
- The internal coordinator created agendas for meetings, conducted meetings, and delegated to Team Members so that each meeting was productive in moving the team toward completion of the self-study, Accreditation, and plans for improvement
- The internal coordinator was provided assistance and time within their schedule to complete the self-study document, and plans are in place to increase their time to plan for the growth of the school

The Visiting Team Recommends:

- That the internal coordinator continue to be supported by all stakeholders in their work of improving teaching and learning throughout the school

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans
- Conduct a periodic review of the progress being made to achieve the objectives

The Visiting Team observed:

- Planning team members represent a cross section of stakeholders within the educational institution
- Planning team members meet on a regular basis to plan for improved school performance
- Planning team members are all enthusiastic educators who care for and demonstrate their belief in the students of the school to be successful
- Planning team members demonstrate the motivation and passion needed to effectively implement changes within the school in the months and years to come

The Visiting Team Recommends:

- Expanding the membership of the planning team to include students, parents, and local constituents, if and when possible
- That the planning team continue to demonstrate constructive relations with each other in the interest of serving the needs of the students
- That the planning team recognize the success of their activities and celebrate them appropriately

C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth

and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. The school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed:

- Leadership was instrumental in completion of the self-study document
- Leadership provides the energy and passion for the work of the education of students at all campuses
- Leadership provided the internal coordinator and planning team the resources required to complete the self-study and action plans
- Leadership, in conjunction with the Board, provided the mission and vision that has guided the process of applying for Middle States Accreditation

The Visiting Team Recommends:

- That leadership continue to demonstrate the commitment to the process of school improvement
- That leadership continue to be guided by the mission and belief statements that have been the foundation of the school's success thus far
- That leadership continue to ensure that all the school's programs and activities are adequately planned, supervised, resources, and staff with qualified personnel

D. The Plan for Communication and Awareness

An important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

The Visiting Team observed:

- Internal school stakeholders were informed of and included in its Plan for Growth and Improvement
- There was adequate opportunity for teachers and staff to participate in the Plan for Growth
- Leadership is sensitive to the need to increase the amount of community stakeholders involved in the Plan for Growth and Improvement

The Visiting Team Recommends:

- Increasing community member input into the Plan for Growth and Improvement
- Continue to demonstrate the commitment and energy required to implement and successfully carry out the Plan for Growth and Improvement and Action plans

E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

The Visiting Team observed:

- Leadership, internal coordinator, and planning team members are all be involved in the school's Plan for Periodic Reviews and the Plan for Growth and Improvement
- The planning team has been tasked with meeting at least bi-monthly to monitor growth toward the school's objectives and action plans
- The planning team has a specific and detailed timeline for implementation and monitoring of the school's objectives and action plans
- The internal coordinator will coordinate the collection and dissemination of data regarding the success of the objectives and action plans in a timely manner

The Visiting Team Recommends:

- Continue to demonstrate flexibility in the implementation of the objectives and action plans in the months and years to come.
- Continue to look for ways to increase community stakeholders into the process of implementing and monitoring the Plan for Growth and Improvement

THE VISITING TEAM'S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues:

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's accreditation.

| Requirement of the Protocol | Recommended Action |
|-----------------------------|--------------------|
| NONE | |
| | |
| | |
| | |

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

A. MISSION

Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will achieve its purposes).

The school's Mission is:

The mission of One Bright Ray Community High School, an independent, accelerated school, is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their High School diploma. Our students come from widely diverse backgrounds including those that have struggled with academics and attendance and have not found success at other educational institutions.

Every aspect of One Bright Ray CHS takes into consideration the unique needs, abilities, talents, and challenges of our students. Our intimate and highly supportive school environment provides an opportunity to experience high school free of negative labels.

Our success relies on trusting, caring, and mutually respectful relationships between adults, young people, and their families. We create a safe environment, free from violence, abuse and intimidation through a framework of adult leadership and restorative practices. Using the One Bright Ray CHS accelerated project-based learning curriculum, we challenge each student to explore his/her personal and academic potential as a citizen in an evolving democracy and an ever-changing world.

In the words of Epictetus, "Only the educated are free."

What is the *aim or purpose* of the school as stated in the Mission?

- **The Mission of OBR is to provide a positive school experience where students can complete their requirements for the high school diploma.**

What is the *means* the school will use to accomplish its Mission?

- **The means by which One Bright Ray will accomplish its Mission is by providing an intimate, highly supportive environment for teaching and learning to occur.**

To what extent do the school's stakeholders know, understand, and support the school's Mission?

- **Stakeholders at every level of One Bright Ray Community High School understand and support the school's Mission, and work everyday to see that the Mission becomes a reality.**
- **The stakeholders understand the fundamental purpose as to why One Bright Ray Community High School exists; and in turn, this understanding helps to clarify priorities and sharpen focus for all.**

B. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community

of stakeholders are willing to “go to the mat” defending. Because beliefs identify the “line in the sand,” they can be used as a lens through which to examine the worthiness of the school’s potential decisions or future actions.

The school's Beliefs are:

- A successful organization understands and addresses the needs of the student
- Counseling and social services are necessary to assist students in their adjustments/re-adjustments to school
- Trusting, caring, and mutually respectful relationships must exist between adults and young people in order to provide students with strong and positive role models
- A spirit of unity in which each individual recognizes his/her own self-worth must exist
- Because every student has the potential to succeed, they deserve a second opportunity at a quality education
- Students achieve best in a safe and clean school environment
- Learning how to learn, risk taking, and willingness to change provide the necessary framework for success and continuous growth throughout the student's' academic and professional lives
- Education is a process that allows the students to integrate knowledge with real life experiences

To what degree do the school’s Beliefs meet the criteria of the *Designing our Future* protocol? If they do not meet the criteria, explain why.

- **Based on the criteria set forth by the *Designing our Future* protocol, the Middle States visiting team affirms that One Bright Ray Community High School meets the criteria as set for by the Middle States Association.**
- **The Belief statements are precise and succinct in language, practical in their application, and are universal human values held by the people who make up the organization.**

How well do the school’s Beliefs represent what the Team heard from the school’s stakeholders?

- **The school's beliefs, shared by all within One Bright Ray Community High School, truly represent what the Middle States visiting team witnessed in the visiting team's interactions with school stakeholders.**
- **These collective commitments as stated in the Belief statements guide the behavior and actions of all those within the organization, and is a key component of their success as a school.**

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

- **Stakeholders at every level of One Bright Ray Community High School understand and support the school's Belief statements, and diligently work hard to demonstrate these beliefs in all that they do for the students that they serve.**

C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

A graduate of One Bright Ray Community High School will have a positive outlook, high self-esteem, and the ability to advocate for themselves. They will exhibit the capacity to reflect, recognizing their own strengths and weaknesses. Graduates will demonstrate accountability in setting goals and self-monitoring. In addition they will maintain healthy personal and professional relationships.

Graduates will take responsibility, ownership of, and pride in their work. They will show the ability to find, apply, and integrate relevant information from credible sources. Their ability to navigate a process will be clear through their adherence to deadlines, organized planning, and follow-through. By utilizing critical thinking skills, graduates will be able to solve problems, recognize patterns, and transfer skills for success in all areas of life. Graduates will show their ability to communicate by working effectively in diverse, cooperative groups and following verbal and written instructions.

Graduates will seek to secure post-secondary education and/or employment. They will recognize and overcome challenges as they accomplish their academic goals and/or maintain their employment while positively impacting society.

To what degree does the Profile of Graduates express:

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**

- **Based on Middle States teams analysis of the school's profile of graduates, One Bright Ray Community High School's' profile of graduates states clearly and precisely what its graduates are expected to know, what they are to do with what they know, and the qualities or characteristics the school expects its graduate to demonstrate.**

To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

- **The Middle States Association visiting team ascertained that all stakeholders within One Bright Ray Community High School were able to describe what a graduate of the school represented, and how the school's Mission contributed to the graduating student exemplifying these qualities.**

MISSION STANDARD FOR ACCREDITATION

The Standard: The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| The school’s philosophy/mission | X |
| Samples of publications that communicate the mission/philosophy to the school’s community of stakeholders | X |
| Marketing, recruitment, and admissions materials | X |
| Address of the school’s website | X |
| Policies related to the philosophy/mission | X |

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- the mission is communicated widely to the school’s community of stakeholders by inclusion in the school’s publications and digital resources.
- the mission is understood and supported by the students, their families, and the school’s community of stakeholders
- The mission contains no statements that are disrespectful of persons of all races, creeds, and cultures

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the leadership and stakeholders use the mission and purpose of the school as the driving force for innovation, strategic action, and in its daily interactions with the school’s students and staff.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- a more periodic and systematic process of reviewing the mission statement that would include all stakeholders to determine its effectiveness in communicating the school’s purposes and vision.
- that the school consider including its strong focus on citizenship and the need to prepare the students with skills that would prepare them for college and/or career
- Provide more evidence (data) that achieving or working toward achieving the mission is used as a criterion in assessments of school effectiveness

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |
| | | |
| | | |
| | | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |
| | | |
| | | |
| | | |

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- **THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL**
- **STUDENT PERFORMANCE DATA**
- **SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school’s context and history and how this defines the school’s priorities for improving student performance.

- The team observed that OBR fully appreciates and understands their role in the community, and how the school's success contributes to the success of the community
- The team observed the proud history of the school, and how this history guides the daily decisions of the school's’ governance and leadership

- The team observed that the student population is a main concern of all stakeholders, and students are a primary point of inspiration and guidance in all daily instructional decisions
- The team observed that the priorities for improving student performance are aligned with the needs of the student population

Recommendations

In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context of the school to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- The team recommends that OBR celebrate their success in the education of children and families
- The team recommends that OBR advertise the mission and vision for students to the larger community, and take a more active role in working with local stakeholders to fully achieve OBRCHS strategic role within the larger Philadelphia community.

STUDENT PERFORMANCE DATA

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

The school needs these data to determine if it is making progress toward achieving its mission;

- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

Observations

In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Student Performance and how this defines the school and its priorities for improving student performance.

- The team observed that the school collected the required TABE data, per their contract with the School System of Philadelphia
- The team observed that school leaders and teachers were aware of the need to document learning outcomes

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- If One Bright Ray Community High School is truly going to reach higher levels of success in regards to student achievement; a thorough program that records and documents student learning shall be undertaken. While the visiting team recognizes the angst that some students have towards testing, documenting learning and outcomes is a fundamental basis for true school improvement and planning

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|--|---------------|
| Data from Observations and Interviews | X |
| Example of student transcript | X |
| Example student report card | X |
| Reports of the results of assessments administered to students | X |
| Policies related to assessment of student learning | X |
| Locator Test | X |
| PBL Product Rubrics | X |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- One Bright Ray currently has both external and internal assessments they use to determine student achievement each year for all of their students.
- All students accepted to the OBR program, must be at least 1 ½ years behind in their credits, so the school must obtain an accurate picture of what skills the students possess at the time of entry.
- The TABE and Keystone Assessments are the two external tests that every student must complete to establish their academic needs, abilities, and supports as they matriculate through the course modules.
- When students initially enroll into OBR, they are required to take the Test of Adult Basic Education (TABE) to assess their academic levels in reading and math at the point of entry into the program and before they complete the program to assess their academic growth before they obtain their diploma.
- TABE is a requirement of the Pennsylvania School of Education System and its goal to also assist with determining the student’s ability and eligibility for employment based on their skill set.
- The Keystone is another assessment that is mandated by the state of Pennsylvania.
- The internal assessments for the students include 2 written assessments every 4 weeks and a project based learning project at the end of each module that demonstrates the skill that was learned.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Administering assessments that cover K-12 and adult basic skills
- There is evidence that assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

Recommendation #1 – Making PBLs and other assessments more consistent within each subject area.

Recommendation #2 – Assessing SPED students with additional tests (e.g. Woodcock Johnson) during the Intake Process.

Recommendation #3 – Reviewing and analyzing Keystone Data and TABE Data after each administration to determine a plan for improvement strategies for each student.

Recommendation #4 – Reconsidering the 15% attendance policy used in grading policy to ensure all components for assessments accurately measure student performance.

Recommendation #5 – Aligning TABE skills to the PA Common Core Standards to use for curriculum guides and pacing.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

- STANDARD FOR GOVERNANCE AND LEADERSHIP
- STANDARD FOR SCHOOL ORGANIZATION AND STAFF

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| Job descriptions for the head of the institution and other key administrative personnel | X |

| | |
|--|----|
| Appraisal tool and/or description of the process used to appraise the performance of the head of the institution | X |
| Chart of lines of authority/responsibilities | X |
| Policies related to governance and leadership | X |
| <i>For independent, non-public, and proprietary institutions only</i> | |
| Names, addresses, and organizational position of the institution's owners | NA |
| Names, address, affiliation of the members of the board of governance | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The CEO's commitment to and passion for the school was apparent and set the tone for a school culture that repeats and reinforces the mission.
- IRS 501(c)(3) letter and other evidence of non-profit status were readily available.
- Staff and students articulated the mission and verbalized their support for the school.
- The board of trustees has not materially changed its core membership in over 10 years.
- There is evidence the school's leadership is effective

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school has a clear and comprehensive set of written policies that address all of the school's programs, activities, and operations
- The governance has a strategic plan for the school
- There is evidence a formal performance appraisal system for the head of the school

exists

- In speaking with board members, it is evident that the head of the school is held accountable to the governance policy and practice

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The Board of Trustees increase the number of directors to bring in additional expertise and experience for the most effective governance of an ever-growing organization
- The Board of Trustees establish and enforce term limits

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its mission. Relationships among the staff and leadership are collegial and collaborative.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| Organizational chart for the school and school system | X |
| List of members of the professional and support staffs | X |
| Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff | X |
| Contracts (e.g. union, collective bargaining agreements) | NA |
| Results of any climate survey | X |
| Instruments used for evaluating the performance of the staff | X |
| Professional development plan | X |

| | |
|---|----------|
| Policies related to school climate and organization | X |
| | |
| | |

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Members of the support staff, faculty, and administration could clearly articulate their job responsibilities and if asked a question outside their job responsibilities, readily the name of the appropriate staffer.
- Faculty, especially, were pleased with the quality and frequency of professional development opportunities.
- Principal and the Director of Curriculum and Instruction invest a great deal of time reviewing individual teacher storyboards.
- There is no full time school nurse/health care professional assigned to the campuses. It deserves not that the school district of Philadelphia randomly provides a School Nurse periodically to conduct state mandated health screenings. There are staff members trained in First Aid/CPR.
- There is evidence that administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- There is evidence the school implements written personnel policies and procedures for the operation of the school and makes them available to all employees
- There is evidence that staff members are provided opportunities to offer input into the content of their professional development programs
- There is evidence the working environment for the staff promotes collegiality, high

expectations, trust, support, and recognition for accomplishments and contributions

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- A more standardized curriculum (school-provided storyboard templates for each course within modules as opposed to teacher-created storyboards each time course is offered) could simplify tasks for the Principal and the Director of Curriculum and Instruction and perhaps allow school to reallocate resources for unfilled positions such as school nurse or needed resources such as enhanced technology.
- Ensure adequate onsite health services – additional training/certifications for key staff and/or hiring of dedicated healthcare staff.
- Research, adopt, and implement an external evaluation instrument to measure school climate.
- Continue to utilize Charlotte Danielson’s Framework for Teaching (FFT) Evaluation Instrument for evaluating teaching faculty performance.
- Determine most effective assessments, programs, and services for OBR’s unique student demographic.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the self-study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:

- **Curricular Areas**
- **Self-Assessment of Standard for Educational Program**
- **Self-Assessment of Standard for Information Resources**

A. CURRICULAR AREAS

Description and Evaluation of the Curriculum Areas in the School's Educational Program

The school conducted a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment was to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- vertical and horizontal articulation;
- evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- alignment of the curricular component with any applicable state and national curriculum standards.

| | |
|------------------------|---------|
| CURRICULAR AREA | English |
|------------------------|---------|

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. **The Team's general observations regarding this curricular area.**

- The team observed that the English Curriculum has been revised over the past two years to align with the PA Common Core Standards
- The team observed that the English Curriculum consists of Standards Pages, and supporting material for teachers to utilize and students achieve mastery
- The team observed that the English Curriculum is outlined through the use of Storyboarding
- The team observed that faculty members work collaboratively to create English Curriculum that is articulated horizontally and vertically as closely as possible
- The team observed that the curriculum is fully aligned with their mission and vision statements

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The team recommends more of a robust data collection system to document and demonstrate student learning outcomes

| | |
|------------------------|-------------|
| CURRICULAR AREA | Mathematics |
|------------------------|-------------|

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The team observed that the Mathematics Curriculum has been revised over the past two years to align with the PA Common Core Standards
- The team observed that the Mathematics Curriculum consists of Standards Pages, and supporting material for teachers to utilize and students achieve mastery
- The team observed that the Mathematics Curriculum is outlined through the use of Storyboarding

- The team observed that faculty members work collaboratively to create Mathematics Curriculum that is articulated horizontally and vertically as closely as possible

2. The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The team recommends more of a robust data collection system to document and demonstrate student learning outcomes

| | |
|------------------------|---------|
| CURRICULAR AREA | Science |
|------------------------|---------|

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

A. Observations

1. The Team's general observations regarding this curricular area.

- The team observed that the Science Curriculum has been revised over the past two years to align with the PA Common Core Standards
- The team observed that the Science Curriculum consists of Standards Pages, and supporting material for teachers to utilize and students achieve mastery
- The team observed that the Science Curriculum is outlined through the use of Storyboarding
- The team observed that faculty members work collaboratively to create Science Curriculum that is articulated horizontally and vertically as closely as possible

B. Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- The team recommends more of a robust data collection system to document and demonstrate student learning outcomes

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| Program of studies or other overview of the components of the educational program | X |
| Scope and sequence charts | X |
| Written curriculum guides for each component of the educational program | X |
| Master schedule | X |
| Policies related to educational program | X |
| Storyboards | X |
| Standards Page (by content) | X |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team Observed:

- The teachers at One Bright Ray Community High School's curriculum taught using a module system and the Standards Pages that serve as the curriculum guide. It is aligned to the PA Common Core Standards
- Teachers create a StoryBoard based on core curricular standards for each content area. This is used to as the guide to complete all project based learning.
- The educational program provides instruction in the basic subject areas of language arts and literature, mathematics, the sciences, and social sciences
- There is evidence that a variety of group learning settings is provided for students

The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Students and parents are extremely happy and grateful for the educational opportunities provided by the school
- There is evidence the educational program considers the ages, cultures, and varying levels of ability of students
- The school actively works to provide and sustain an environment for the educational achievement of all students

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- Incorporate research databases and more information technology into the curriculum to support 21st century skills that support college and career readiness.
- Include lesson plans that incorporate technology regularly for students to practice skills that will make them employable.
- Implement more technology during instruction and make more accessible to students to build skills.
- Regular administration and analysis of assessments that generate data from each course that utilizes measurable items to make decisions.

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| | | |
|--|------|--|
| | NONE | |
|--|------|--|

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|--|---------------|
| Data from Observations and Interviews | X |
| The information resources and technology plan(s) | X |
| Budget for information resources and technology | X |
| Information skills curriculum | X |
| Inventory of information resources | X |
| Inventory of information technology equipment | X |
| Policies related to information resources and technology | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The information resources and technology plans reflect internal professional development facilitation.
- There is one laptop cart per campus that is shared among teachers and classrooms.
- There are book inventory lists that are comprised of many literary works.
- Leadership is aware of and have plans to increase the use of technology within the school
- There is evidence the school implements written policies and procedures for acceptable use of technology

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Teachers actively used and implemented technology into their lessons when appropriate and available
- Board members were planning for an increase in the acquisition of technology to be utilized by students and staff
- There is evidence that long-range planning activities are in place to ensure that the school keeps pace with technological changes

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school seeks partnership with for profit and nonprofit organizations that will provide free professional development.

- The school researches free products from Google and Microsoft, which provide free software to educational organizations.
- The school seeks funding support from outside organizations that will donate computer equipment to educational institutions.
- The school researches free online software and apps that will assist students in reaching academic goals.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child’s development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the self-study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:

- **Self- Assessment of Standard for Student Services**
- **Self-Assessment of Standard for Student Life and Activities**

STUDENT SERVICES STANDARD FOR ACCREDITATION

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---------------------------------------|---------------|
| Data from Observations and Interviews | X |

| | |
|---|---|
| Guidance and counseling plan | X |
| Examples of student schedules | X |
| Results of follow-up studies of graduates | |
| Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education | X |
| Admissions criteria (if applicable) | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The faculty and staff provide a variety of support services for students and families who require support
- Restorative practices implemented within the school have had a profound and lasting impact on student success at the school and beyond
- There is abundant evidence that counselors, administrators, teachers and staff members share responsibility for providing guidance and support to students
- An effective plan is in place to address students' emotional and social needs
- There is evidence that student dining areas are functional and hygienic
- There is evidence that food services facilities are inspected regularly

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school displays an outstanding sense of responsibility to the critical importance of non-academic needs of students and families
- The school offers an effective system of program orientation to the students and

families regarding the expectations of the school

- There is evidence the school implements written admissions policies and procedures
- There is evidence that students are actively encouraged to start, continue, and finish the program in which they are enrolled

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Increase the amount of career awareness activities available to students and families
- Develop and implement a low cost plan to track the success of graduates

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| Samples of student publications—e.g., yearbook, student newspaper, literary magazine Yearbook | X |
| Budget for all athletic activities (Home School) | X |
| Budget for all non-athletic activities (Student' must do fund raising.) | X |
| Policies on academic eligibility | X |
| Policies related to student life and student activities | X |
| For boarding schools | |
| Description of <ul style="list-style-type: none"> ● Programs to develop healthy relationships with adults ● Plan for continuous and responsible supervision by responsible adults | |

| | |
|--|--|
| Descriptions of 1. Provisions for student privacy 2. Recreational programs 3. Provisions for religious practice | |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Students had limited activities: Prom Committee, Spring Fling, Arts and Craft Club, Journal Club, and Running Club as well as acknowledgment of their birthdays
- Students can participate in their home school activities if they choose to do so.
- There is evidence that students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, cooperation, and self-direction
- There is evidence that staff members are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- There is evidence that the school recognizes student accomplishments, contributions, and responsibilities in meaningful ways that build student self-esteem and confidence

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators

of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- That the school continue to look for ways to help students build and sustain the academic, personal, and social qualities required to be college/career ready.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| X | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section will examine three areas of the operation and maintenance of the school – Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:

- **Self-Assessment of the Standard for Finances**
- **Self-Assessment of the Standard for Facilities**
- **Self-Assessment of the Standard for Health and Safety**

FINANCES STANDARD FOR ACCREDITATION

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes are dedicated to the school’s operations.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---|---------------|
| Data from Observations and Interviews | X |
| Current operating budget (for main campus and each branch campus) | X |

| | |
|--|---|
| Certified external audit letter conducted within the last two years (for main campus and each branch) | X |
| Student tuition and fee schedule (if applicable) | |
| Long-range financial plan | X |
| Schedule of student tuition and fees (for non-public and proprietary institutions) | |
| Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation | X |
| List of grants and other funding sources obtained in the last calendar year | X |
| Publications provided to students outlining students' financial obligations | X |
| Summary of the institution's insurance coverage (for main campus and each branch) | X |
| Policies related to finances, financial aid, and refunds | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school implements written financial policies and procedures that are in accordance with accepted business practices.
- The school develops short and long-range financial plans to ensure resources are available to deliver its educational programs and services.
- There is evidence that audits and financial reviews are conducted by an external auditing agency.

- Adequate projected and actual budgets were presented.
- Families enrolling students are provided the financial obligations for attending school.
- The school is considerate of economic hardships and assists struggling students with financial obligations as needed.
- The school carries adequate insurance coverage.
- The school has correspondence regarding pending litigation.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- There is evidence the governance and leadership exercise prudent control over all financial operations
- Balance sheets indicate that current assets are sufficient to meet current liabilities
- There is evidence that those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Increasing opportunities to stakeholders to provide input into the financial plans.
- Continue to encourage the staff's involvement in determining priorities for curriculum and instructional needs.
- The school seeks to acquire resources available through development activities, grants, foundations, and other partnerships.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

FACILITIES STANDARD FOR ACCREDITATION

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|---------------------------------------|---------------|
| Data from Observations and Interviews | X |
| Floor plan of facilities | X |
| Long-range facilities plan | X |
| Maintenance/repair schedules | X |
| Plans for any facilities improvements | X |
| Policies related to facilities | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- the school's facilities and equipment are appropriate for achieving its mission
- facilities are sufficient and appropriate to meet the educational, activities, and services required to provide educational opportunities for its students.
- the school plans for, budgets for, and considers the maintenance needs of its facilities, equipment, and materials

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the school thoughtfully considers the capacities of its facilities and equipment before adopting new programs
- The facilities and equipment are healthy, safe, and well maintained

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|--|---------------|
| Data from Observations and Interviews | X |
| Emergency and crisis plans | X |
| Records of most recent health and safety inspections | X |
| Record of emergency drills | X |
| Emergency Procedures section of Faculty Handbook | X |
| | |
| | |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- the team observed that written procedures and functional equipment are available to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.
- the team observed that plans for and records of emergency drills were up to date and verifiable.
- the team observed that the school promotes and has processes in place to maintain and promote the emotional well-being of the students
- the team heard from students how the school has, "increased and facilitated the development of their self-esteem by providing a supportive and nurturing environment to learn and grow".

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the team observed that the school has an effective system to control access to the school by visitors and other non-school personnel ensuring the safety and well-being of staff and students.
- the team observed that the school ensures the safety of students and staff by checking the backgrounds of all employees every 3 years.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Due to the unavailability of a healthcare professional on site, the school should seek to establish cooperative relationships with local health departments, universities, and nonprofit organizations to provide preventative healthcare services to students.
- implement and document more effectively the presence of a viable "Crisis Management Plan" and verify monthly that all stakeholders are trained on its policies and procedures

in case of emergency.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

SCHOOL IMPROVEMENT PLANNING

In this section the Team reports on the school’s self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

As the final component of its self-study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the self-study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

| | |
|----------|--|
| X | It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation |
| | It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below. |

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

| Evidence | Visiting Team |
|----------|---------------|
|----------|---------------|

| | |
|---|---|
| Data from Observations and Interviews | X |
| Strategic and/or long-range plan | X |
| Development/institutional advancement plan | X |
| Enrollment plan | X |
| Policies related to school improvement planning | X |

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school's improvement plans are developed with broad-based school community participation and input
- The school's improvement plans are approved and supported by the governance where appropriate

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- There is evidence that improvement plans are based solidly on an analysis of historical data, trend data, and projections
- There is evidence that school leadership consider the capacities of its facilities, equipment, and staff before adopting new programs

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Increase the use of technology; e.g., Chromebooks and Learning Resource Center for off-line research; visit to local library . Google Notebooks available for all students as part of instruction and work-force development.
- Written curriculum with consistent multiple teacher determined assessments at the end of each module for teachers to select for course evaluation.
- Retention of staff via increased professional development; e.g., possibly participate in the Philadelphia School System professional development program
- Initiation of instructional data bases to align with content area development and remediation
- Stop-Out reasons be available to assist in determining the rate of student non-retention
- TABE not be the indicator of student success; but rather, course completion.
- That the school’s improvement planning provides criteria and procedures, where applicable, for identifying the need for new programs and how they are to be implemented

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
| | NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

| No. | Requirement of the Standard or Indicator | Recommended Action |
|-----|--|--------------------|
|-----|--|--------------------|

| | | |
|--|------|--|
| | NONE | |
|--|------|--|

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

A.1. Objective #1

| | |
|---|--|
| X | This is a student performance objective |
| | This is an organizational capacity objective |

By 2023, One Bright Ray CHS will demonstrate improved academic achievement as measured by:

A) Test of Adult Basic Education (TABE) Reading Test. A 48 percentage point increase in the percentage of students demonstrating Excellence (2+ Grade Levels Growth) on the TABE Reading Test. 80% of tested students to demonstrate (2+ Grade Levels Growth) by 2023.

B) Test of Adult Basic Education (TABE) Math Test A 54 percentage point increase in the percentage of students demonstrating Excellence (2+ Grade Levels growth) on the TABE Math Test. 80 percent of tested students to demonstrate (2+ Grade Levels Growth) by 2023.

C) TABE Participation. 100 percent of students fully participate in TABE testing by 2023. TBD percentage point decrease in students reporting a decreasing score between test dates. TBD percentage point decrease of students reported as not tested. TBD percentage point decrease of students reported as Incomplete on any test part.

| | YES | NO |
|--|-----|----|
| Is the objective: | | |
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students? | X | |
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization? | X | |
| Does the objective: | | |
| Include baseline data, and are they logically organized and presented in an easily understood format? | X | |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance? | X | |
| Does the school: | | |
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives? | X | |
| Have an effective and efficient way to gather data to assess the progress of the objective? | X | |
| Is the objective reasonable and achievable? | X | |

What recommendations can the Team offer to the school for any areas evaluated “No” and/or to improve the clarity and focus of this objective?

- The visiting team feels that the objectives are student-focused
- The visiting team feels that the objectives focus on the learning resulting from an activity/or course designed to increase student baseline skills
- The visiting team feels that the objectives reflect the institution’s mission and the values it represents
- The visiting team feels that the objectives are in alignment at course, academic program, and institutional levels
- The visiting team feels that the objective will lead to an increase in students college/career readiness

A.2. Action Plan for Objective #1:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

| Does this action plan: | YES | NO |
|--|-----|----|
| Include strategies/action steps that are comprehensive in scope? | X | |
| Include a logical sequence of strategies and/or action steps? | X | |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan? | X | |
| Include enough activities to ensure that the objective will be achieved? | X | |
| Address as many aspects of the institution’s programs, activities, and services as appropriate? | X | |
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards? | X | |
| Identify the resources required to implement the action steps? | X | |
| Identify the persons/groups responsible for implementing each action step? | X | |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals? | X | |

| | | |
|--|---|--|
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result? | X | |
| Establish reasonable timelines for implementing the action steps? | X | |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X | |

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- The visiting team feels that if stated Action Plans are implemented with fidelity, the Action plans will lead to increased student achievement.

A.3. Objective #2:

| | |
|---|--|
| | This is a student performance objective |
| X | This is an organizational capacity objective |

By 2023, students at One Bright Ray CHS will demonstrate improved School Engagement as measured by:

- A) Average Daily Attendance Rate.** A 20.6 percentage point increase of students’ Average Daily Attendance Rate. A 90 percent Average Daily Attendance rate by 2023.
- B) Average Daily Tardy Rate.** A TBD percentage point decrease of students’ Average Daily Tardy rate. 10 percent or less of students reported Tardy daily by 2023.
- C) Make-Up Work Completion.** A TBD percentage point increase of students that meet with teacher for make-up work for a missed class. 90% of students meet with teacher for make-up work for a missed class. A TBD percentage point increase of students that complete the make-up work for a missed class. 90 percent of students complete the make-up work for a missed class by 2023.

| | | |
|--------------------------|-----|----|
| | YES | NO |
| Is the objective: | | |

| | | |
|--|---|--|
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students? | X | |
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization? | X | |
| Does the objective: | | |
| Include baseline data, and are they logically organized and presented in an easily understood format? | X | |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance? | X | |
| Does the school: | | |
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives? | X | |
| Have an effective and efficient way to gather data to assess the progress of the objective? | X | |
| Is the objective reasonable and achievable? | X | |

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- The visiting team feels that the objectives are student-focused and will increase the organizational capacity of One Bright Ray Community High School to achieve its mission.
- The visiting team feels that the objectives reflect the institution's mission and the values it represents
- The visiting team feels that the objectives are in alignment at course, academic program, and institutional levels
- The visiting team feels that the objective will lead to an increase in students college/career readiness

A.4. Action Plan for Objective #2:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

| Does this action plan: | YES | NO |
|--|------------|-----------|
| Include strategies/action steps that are comprehensive in scope? | X | |
| Include a logical sequence of strategies and/or action steps? | X | |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan? | X | |
| Include enough activities to ensure that the objective will be achieved? | X | |
| Address as many aspects of the institution's programs, activities, and services as appropriate? | X | |
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards? | X | |
| Identify the resources required to implement the action steps? | X | |
| Identify the persons/groups responsible for implementing each action step? | X | |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals? | X | |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result? | X | |
| Establish reasonable timelines for implementing the action steps? | X | |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X | |

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- The visiting team feels that if stated Action Plans are implemented with fidelity, the Action plans will lead to an increase in the organizational capacity of One Bright Ray Community High School to achieve its mission and vision for students and staff.

A.5. Objective #3:

| | |
|---|--|
| | This is a student performance objective |
| X | This is an organizational capacity objective |

By 2023, One Bright Ray CHS will demonstrate improved access and use of information resources and technology as measured by:

A) Staff and Student Middle States Survey (Standard 12) An .83 percentage point increase on the Staff Middle States Survey (Standard 12). Achieving a score of 3.5 by 2023. A .39 percentage point increase on the Student Middle States Survey (Standard 12). Achieving a score of 3.5 by 2023.

B) Educational Subscriptions, hard copy and digital, accessible to Teachers and Students. Increase the number of Educational Subscriptions, hard copy and digital, accessible to Teachers from zero to at least two by 2023. Increase the number of Educational Subscriptions, hard copy and digital, accessible by students from zero to three by 2023.

C) Accessibility of available instructional resources. Increase the accessibility of currently available instructional resources from one outdated novel list to a fully updated online catalogue of all available instructional resources. Increase the accessibility of potentially available resources from an under-utilized ordering process to a clearly communicated set of guidelines and procedures for obtaining instructional resources.

| | YES | NO |
|--|-----|----|
| Is the objective: | | |
| Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students? | X | |
| Reflective of the school's mission, and supportive of the strategic plan of the larger organization? | X | |
| Does the objective: | | |
| Include baseline data, and are they logically organized and presented in an easily understood format? | X | |
| Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance? | X | |
| Does the school: | | |

| | | |
|---|---|--|
| Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives? | X | |
| Have an effective and efficient way to gather data to assess the progress of the objective? | X | |
| Is the objective reasonable and achievable? | X | |

What recommendations can the Team offer to the school for any areas evaluated “No” and/or to improve the clarity and focus of this objective?

- The visiting team feels that the objectives are student-focused and will increase the organizational capacity of One Bright Ray Community High School to achieve its mission.
- The visiting team feels that the objectives reflect the institution’s mission and the values it represents
- The visiting team feels that the objectives are in alignment at course, academic program, and institutional levels
- The visiting team feels that the objective will lead to an increase in students college/career readiness

A.6. Action Plan for Objective #3:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

| Does this action plan: | YES | NO |
|---|------------|-----------|
| Include strategies/action steps that are comprehensive in scope? | X | |
| Include a logical sequence of strategies and/or action steps? | X | |
| Outline clearly and in detail the action steps to be taken in the first two to three years of the plan? | X | |
| Include enough activities to ensure that the objective will be achieved? | X | |
| Address as many aspects of the institution’s programs, activities, and services as appropriate? | X | |

| | | |
|--|---|--|
| Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards? | X | |
| Identify the resources required to implement the action steps? | X | |
| Identify the persons/groups responsible for implementing each action step? | X | |
| Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals? | X | |
| Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result? | X | |
| Establish reasonable timelines for implementing the action steps? | X | |
| Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan? | X | |

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- | |
|---|
| <ul style="list-style-type: none"> The visiting team feels that if stated Action Plans are implemented with fidelity, the Action plans will lead to an increase in the organizational capacity of One Bright Ray Community High School to achieve its mission and vision for students and staff. |
|---|

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

| Requirement of the Protocol | Met | Not Met |
|-----------------------------|-----|---------|
|-----------------------------|-----|---------|

| | | |
|---|---|--|
| Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance. | X | |
| <ul style="list-style-type: none"> • One or more assessments for each objective | X | |
| <ul style="list-style-type: none"> • Baseline data for at least one assessment for each objective | X | |
| <ul style="list-style-type: none"> • Technical approval of the objectives | X | |
| Comprehensive action plans for each objective | X | |
| Plan for regular monitoring and review of the Plan (at least once annually) | X | |

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol and 2) any areas in which the school exceeds the requirements of the protocol.

The Visiting Team observed that:

- A multi-level stakeholder team was instrumental in completing the Designing Our Future (DOF) protocol
- The energy required for completion and implementation of the DOF protocol originated from the leadership of OBR, but was shared by all without hesitation.
- The DOF protocol has been at the center of planning within OBR since the school made the decision to seek MSA-CESS accreditation.

The Visiting Team determined that the school exceeds the expectations of the protocol in the following ways:

- Governance and Leadership provides the energy and motivation to ensure proper implementation of the DOF protocol

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Continue to seek community stakeholder feedback and input as the DOF protocol is implemented in the months and years to come.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

| Requirement of the Protocol | Recommended Action |
|-----------------------------|--------------------|
| NONE | |

Recommended Stipulations:

In this section, the Team lists any requirement(s) of the protocol the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

| Requirement of the Protocol | Recommended Action |
|-----------------------------|--------------------|
| NONE | |

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Association's Visiting Team is charged with making a recommendation to the Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As **One Bright Ray Community High School** proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Designing our Future* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Designing our Future* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

ORAL REPORT

ONE BRIGHT RAY COMMUNITY HIGH SCHOOL

STEPHEN D. ROUNTREE

MIDDLE STATES VALIDATION TEAM CHAIR

Good afternoon. I am Stephen Rountree, Chair of the Middle States Validation Team to One Bright Ray Community High School. The other members of the Validation Team and I are pleased that you are present to hear our report. We will leave One Bright Ray Community High School at the end of this report feeling that we have had a full and rich experience in your schools. We appreciate the warm reception we have received, and the candor with which you have shared your deepest concerns and greatest wishes.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six weeks. At the conclusion of this oral report, we will be leaving your school. We cannot entertain any questions or enter into any discussion relative to this report as directed by the Middle States Association. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of this Validation Team for their service to you and to the Middle States Association- Mrs. Alicia Waldon, Ms. Davina Hurt, Ms. Jairee Counterman, and Dr. Catherine Frazer. This was an outstanding team of educators and administrators. I do not know if you are aware of this, but these educators and administrators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together on Tuesday afternoon of this week. They have worked hard day and night (literally) to conduct as thorough an evaluation of your schools as is possible. They visited all of your classrooms at all 3 schools; conducted numerous interviews with staff, students, board members, and parents; reviewed volumes of documents pertaining to each standard, policy manuals, staff manuals, curriculum resources, school website, Self-Study documents, and the school's Action Plans. It is a tribute to their professionalism and expertise that they were able to coalesce as a team so quickly, and to produce such fine work in service to your school. I believe you owe them your thanks for their service. Please join me in giving them a round of applause.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here for several purposes.

First, we were charged with ensuring that One Bright Ray Community High School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—Designing our Future—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to achieve those goals. The expectation is that, after the team leaves, you will faithfully implement your improvement plans over the next seven years and make a good faith effort to achieve the goals you set.

In addition to being the evaluators, we came as your "critical friends." What I mean by this is that we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived. Let me begin the substance of this report by sharing with you what we have determined to be the strengths of your school.

We asked nearly all of the groups with whom we met to identify what they see as the primary strengths of their school. The responses can be summarized by the word "community." Over and over we heard you say that "this is a special place" for students who may have not felt supported by educational institutions they attended in the past. "PRIDE" is another word that was repeated many times - we saw that pride in your work and your students' work as we walked the halls, visited your classrooms and in conversations, not to mention the materials and documentation that was made available to us during our visit.

You are blessed to have the leadership that you have in this school -certainly their focus is on education and what is best for children. In the children's own words ... "They're not out to get us, they're here to help us, and deal with issues as they come up."

When we came to your school, we assumed that you not only wanted to hear from us about the strengths of your school, but about the areas in need of improvement and the challenges we see you need to address, as well. Therefore, we also asked most of the groups with which we met to identify the areas of the school most in need of improvement and the challenges the school faces in achieving its mission. We have heard from nearly everyone with whom we met that the students of these schools are achieving academically, however the concerns exhibited by the staff and community members address three of your objectives:

- 1) Improved academic achievement for the students
- 2) Improved school engagement
- 2) Access and use of technology

This committee thinks it important that everyone realize that the individuals who developed this plan are the same individuals who will be responsible for seeing that the plan is implemented. However, that does not mean they will implement it alone. These objectives

need the support and diligence of everyone in the school community in order to reach these objectives.

Now, let me move to the accreditation recommendation we will make to the Middle States Association:

As I stated earlier, part of the decision regarding whether to recommend accreditation of One Bright Ray Community High School is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your students. They also address the school's' capacity to provide an appropriate education based on the standards and expectations of your community.

We have concluded that One Bright Ray Community High School meets 12 of the 12 Standards for Accreditation of the Commissions on Elementary and/or Secondary Schools.

Now, we get to the part you all have been waiting for. This Validation Team will recommend to the Middle States Commission that One Bright Ray Community High School is:

Fully Accredited without Stipulation

As we take our leave, the members of the Validation Team wish to thank all of you for opening your schools to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. Our experience here has been a rich and rewarding one.

Many thanks especially go to Ms. Kara Fisher, your Internal Coordinator, for her hard work in preparing your school for our visit, for organizing our visit, and for being so accommodating and responsive to our requests and needs. She has certainly raised the bar for other Internal Coordinators, and I have learned much from her.

She deserves a round of applause ...also want to thank every person who worked on the various sub-committees -the planning committee, the action team committees, the hostess committees, etc. Thank you to your students who were so gracious to us and all of you for opening your rooms to us. The entire validation team has grown professionally this week as a result of this experience.

We leave you with this thought. We are convinced that the good people of your schools and the school community care deeply about and seek the best for your children.

Thank you for your hospitality ...goodbye and good luck in all your future endeavors!

VISITING TEAM ROSTER

| Role | Name | School/Organization |
|--------------------------|--------------------------|--|
| Chair of the Team | Stephen D. Rountree | Prince George's County Public Schools (PGCPS) 8000 Croom Road Upper Marlboro, MD 20772 United States |
| Team Member | Ms. Jairee A. Counterman | Director of Advancement and Alumni Relations Carson Long Military Academy 200 North Carlisle Street, New Bloomfield, PA 17068 United States |
| Team Member | Dr. Catherine Frazer | Statewide Educational Diagnostician James H. Groves Adult High School Collette Educational Resource Center, 35 Commerce Way, Suite 1 Dover, DE 19904 United States |
| Team Member | Ms. Davina Hurt | College Career Research & Development Coordinator Bowie High School 15200 Annapolis Road Bowie, MD 20715 United States |
| Team Member | Mrs. Alicia N. Waldon | Deputy Director of Curriculum & Instruction National Collegiate Preparatory Public Charter High School 4600 Livingston Road, SE Washington, DC 20032 United States |