



Mid-Year Evaluation
One Bright Ray Community High School- Elmwood Campus

Provider:

One Bright Ray, Inc. d/b/a International Education and Community Initiatives

Site Visit Date:

Friday, December 8, 2017- 8:30 a.m.

Contract Term:

FY 2018 - 2022

Child Count Compliance:

100%

Program Capacity:

135

Percent of students attending at least 85% of school days:

48.5%

Site Visit Review Team:

Majeedah Scott, Director, Multiple Pathways, Opportunity Network
Marcus De Vose, Assistant Director, Transition Services, Opportunity Network
Jacqueline Jones, Transition Liaison, Opportunity Network
LaTanya Miller, Executive Director, Academic Enrichment
Roxolana Barneby, Director, Education Policy & Strategy, Philadelphia Youth Network
Xavier Brown, Coordinator, Dual Enrollment - Middle College Programs, Community College of Philadelphia

Program Staff:

Marcus Delgado, Chief Executive Officer, One Bright Ray, Inc.
Marta Lasiy, Principal, One Bright Ray Community High School- Elmwood Campus
Suzette Fonseca, Director, Student Services, One Bright Ray Community High School
Lindsay Katerina, Director, Postsecondary Supports, One Bright Ray Community High School
Rachael Turanski, Dean of Academics, One Bright Ray Community High School- Elmwood Campus
Dominique Haynes, Dean of Students, One Bright Ray Community High School- Elmwood Campus

Domains and Performance Levels:

Programs were rated according to **seven domains**: 1) **Vision for Learning**, 2) **Family & Community Relationships**, 3) **School Safety**, 4) **Positive Environment**, 5) **High Quality Instruction**, 6) **Talent Development** and 7) **Data**. The domains are aligned to the School District's evidence-based High Performing School Practices and the Essential Features of Alternative Education Programs, as well as the Pennsylvania Department of Education's Leadership Framework. Each domain includes three to seven components that are rated according to **three performance levels**; 1) **Failing**, 2) **Needs Improvement**, and 3) **Proficient**. **Failing** indicates that a program could not demonstrate or did not develop practices identified within a domain component. **Needs Improvement** indicates that a program has made some progress or effort towards practices identified within a domain component, but has not sufficiently developed the practice. **Proficient** indicates that a program has made adequate progress towards the implementation of practices identified within a domain component.

SUMMARY OF FINDINGS

Vision for Learning

Rating: PROFICIENT [5 of 5 components met]

Strategy for literacy and numeracy skill-building (Yes). One Bright Community High School- Elmwood Campus (OBR Elmwood) uses the Test of Adult Basic Education (TABE) to determine students' baseline reading and mathematics skill levels. Students take the TABE during orientation or at the start of each school year. TABE results are used to create storyboards, which serve as lesson plans for OBR Elmwood. The program's Dean of Academics and teachers examine TABE results and design storyboards that will address common skill deficiencies among students. The program has instituted a new initiative this year called TABE Academy, which functions as a skill-building class for students whose reading levels are below the fifth grade. **Retention plan implementation** (Yes). OBR Elmwood's leadership noted the connection between retaining students and students feeling safe and valued at the program. To that end, a major component of the program's retention plan is the use of restorative practices. Restorative practices support retention by giving students a safe and caring space to explore inappropriate or counterproductive behaviors in order to bring about positive changes. In addition, the program's Student Mentor and Dean of Students guide students through mediation whenever conflicts arise. **Orientation for new students** (Yes). New students enrolling in OBR Elmwood go through a two-day orientation, and their parents attend orientation on the second day. During orientation, students and parents learn about OBR Elmwood's expectations for attendance, behavior, and academic achievement. Program staff introduce the student uniform and provide support to families who cannot afford to purchase it. Students complete the program's Life Map activity during orientation, which requires them to reflect on where they currently are in their education and where they would like to end up in terms of a career. In addition, new students at OBR Elmwood are rostered for the OBR Seminar, which is an 8-week elective course that acclimates students to the learning community and continues the postsecondary exploration that began during orientation. **Family engagement plan** (Yes). OBR Elmwood discussed and presented evidence of the program's family engagement plan. Parents receive frequent and consistent communication from the program, including a calendar of events, cell phone text reminders, and newsletters. The program's principal has an open door policy for parents, and she ensures that parents know they are welcome to visit the program anytime- even without an appointment. **Individual graduation plans** (Yes). The program's Dean of Academics has the primary responsibility of developing individual graduation plans for students. The Dean of Academics examines each student's credit profile and devises a plan for them to complete the remaining credits required for graduation. Students have one-on-one meetings with the Dean of Academics to review their individual graduation plans so that they can take ownership of their path towards graduation.

Family and Community Relationships

Rating: PROFICIENT [4 of 5 components met]

Parent surveys (Yes). OBR Elmwood presented its parent surveys and discussed how the results have informed the program's practices. Parents receive a survey each time that they visit the school, and results from parent surveys are compiled and analyzed by program administration. OBR Elmwood changed their parent surveys this year to include multiple choice answers that can be easily quantified for item analysis; parents are still able to add comments to the survey. An analysis of last year's parent survey results led the program to institute a communication sign-up box on the organization's website. Parents can go onto the website and add or change an email address in order to receive updates from the program. **Parent/community outreach** (Yes). The program presented evidence of specific efforts made to reach out to parents and the community. OBR Elmwood hosts open house events and dinners for students and parents. Parents receive regular phone calls from the school to discuss their children's progress. The program has a presence on social media and uses Instagram to highlight points of pride. In addition, the organization's Student Services department has developed partnerships with organizations in the community to provide employment and internships for students. **Communication logs** (Yes). OBR Elmwood uses PowerSchool to maintain notes on parent outreach. The program presented evidence of communication logs, which showed frequent and consistent outreach to parents for both positive and concern phone calls, emails, conferences, texts, and home visits. **Strategy to improve family engagement** (No). The review team did not see evidence of the program's strategy to improve family engagement. The program's leadership articulated a comprehensive strategy to remain engaged with parents, but has not moved towards the development of a strategy to continuously improve upon their efforts. **Partnerships with employers and postsecondary institutions** (Yes). OBR Elmwood has partnerships with a number of organizations and higher education institutions. A partnership exists with Jewish Employment and Vocational Services (JEVS) for full-time employment after graduation, as well as paid internships while students are still enrolled at OBR Elmwood. Educating Communities for Parenting (ECP) is another employer who partners with the program to hire graduates. OBR Elmwood and its sister campuses (Fairhill and Simpson) have a partnership with Harcum College to offer college courses at the OBR Simpson location.

School Safety

Rating: PROFICIENT [6 of 6 components met]

Average daily attendance (Yes). The program provided student sign-in sheets for the day of the site visit, and correctly calculated that 61% of students were in attendance. **Number of students present in each classroom** (Yes). Review team members' count of students present in classrooms aligned with the program's stated attendance on the day of the site visit. **Attendance policy and truancy plan implementation** (Yes). OBR Elmwood's leadership presented and discussed the program's attendance policy and truancy plan. The program's attendance policy is fully articulated in the student handbook. Class attendance is part of the grading rubric for all classes at OBR Elmwood. Students who arrive significantly late to their first period class eight times are removed from the class and must retake it during the next module. Program staff call parents each day that a student is absent, and excessive absences lead to parent conferences and home visits. **Orderly daily routines and transitions** (Yes). Review team members observed morning check-in and the transition between class periods. In both instances, students moved quickly, quietly, and with no disruptions. Students seemed very comfortable and familiar with the routines. **Use of Scholarchip with fidelity** (Yes). OBR Elmwood was having technical difficulties with Scholarchip at the time of the site visit, and provided evidence of their request to have the system repaired. However, the program's leadership was able to provide a student sign-in sheet, and data

from Infinite Campus that showed attendance had been taken manually using ScholarChip. **Program-wide positive behavior system** (Yes). OBR Elmwood’s leadership presented and discussed the program’s comprehensive system for behavioral expectations, consequences, and rewards. Expectations for behavior are consistently communicated to students, and consequences for infractions are fairly applied. The program uses restorative practices to resolve behavioral challenges, and leadership presented the written guide that it uses to do so. Students at OBR Elmwood receive a number of rewards for meeting academic and behavioral expectations. Students who are seen meeting expectations receive raffle tickets from their teachers and administrators. At the end of each week, students enter their raffle tickets for the chance to win gift cards and other tangible incentives. In addition, students with 85% or better average daily attendance become part of the program’s “85ers Club”, which rewards students with end-of-module trips to destinations such as New York City and Washington D.C.

Positive Environment

Rating: PROFICIENT [4 of 4 components met]

Engagement of students and families in building a positive environment (Yes). OBR Elmwood begins to engage students and families in building a positive learning environment during orientation for new students. At that time, students and their parents are welcomed, and staff begin the process of establishing a good rapport between all members of the learning community. The program continues this momentum for students through the use of restorative practices and rewards for high academic achievements. Parents are continuously engaged through events such as open house nights, report card conferences, meetings with program staff, and procedures such as the principal’s open door policy for parents. In addition, the program spotlights its points of pride through newsletters and social media platforms, such as Instagram. **Respectful interactions between staff, students, and families** (Yes). Review team members observed respectful interactions between staff and students. **Staff have a good rapport with students** (Yes). Review team members observed a good rapport between students and staff. The communication style between students and staff was harmonious, even when students were redirected by staff for off-task behaviors. **Team building activities for staff and students** (Yes). The program facilitates numerous opportunities that build a team environment among staff and students. The program hosts a spaghetti dinner for students, staff, and families. Staff organize a Thanksgiving-themed potluck for students before the holiday. Staff attend events together outside of the program, such as baseball games and football games. In addition, administrators treat staff to meals and snacks during week 9 module break when students are not in attendance.

High Quality Instruction

Rating: PROFICIENT [6 of 7 components met]

Students actively engaged in class (No). Review team members observed numerous students off-task in nearly half of the program’s classrooms. In most instances, students were not redirected by the teacher and continued to be off-task throughout the observation period. **Early warning system for academic interventions** (Yes). Teachers at OBR Elmwood are required to update grades in PowerSchool on a weekly basis. Students receive progress reports every two weeks, and end-of-module final grades every eight weeks. Program administrators compile a report of each student’s progress, and students are grouped into three tiers based on their academic

performance and attendance. The three tiers represent students who are in good standing, those who are getting off-track, and those who are failing multiple classes or have very poor attendance. **Students enrolled in the courses they need to meet graduation requirements** (Yes). Review team members examined credit profiles and rosters for a group of students. All students were rostered in the correct courses that they need to fulfill their remaining graduation requirements. **Program has identified students eligible for the Keystone Exams** (Yes). OBR Elmwood's leadership presented a list of students eligible for Keystone Exams by subject area and test administration date. **Strategies used to prepare students for Keystone Exams** (Yes). Teachers ensure that the standards tested on Keystone Exams are included in their storyboards. The program's Dean of Academics holds teachers accountable for covering the standards, and supports them with developing storyboards. In addition, the program's teachers for Biology, English, and Mathematics ensure that their tests and quizzes include language commonly seen on Keystone Exams so that students become accustomed to the testing style. **Postsecondary bridging plan** (Yes). OBR Elmwood rosters all students for seminar classes that focus on postsecondary bridging. Students are rostered for seminar classes based on when they enter the program, and when they are projected to graduate. Each seminar course builds upon the previous one taken. Students eligible for graduation take the Senior Seminar, which creates a bridge for them to postsecondary options. **Postsecondary exploration and preparation** (Yes). In Senior Seminar, students complete all of the activities necessary to ensure successful full-time employment or matriculation in college after high school. Students complete resumes, college applications, financial aid applications, and cover letters. Students explore their career interests and complete a final product that includes a professional portfolio of their work. In addition, One Bright Ray has invested in a Director of Postsecondary Supports this school year. This individual has the primary responsibility of ensuring that students have all that they need from the program to plan for successful postsecondary experiences.

Talent Development

Rating: PROFICIENT [5 of 7 components met]

Common planning time for teachers (Yes). OBR Elmwood's leadership presented the program's master schedule that includes common planning time for teachers at the end of each school day and every Wednesday afternoon. **Differentiated staff supports** (No). OBR Elmwood's Dean of Academics discussed the program's teacher coaching and classroom observations. As a result of teacher vacancies at the beginning of the school year, the Dean of Academics was unable to provide consistent coaching and observations. The program was unable to show evidence of teachers setting professional goals for improvement and administrators providing specific supports based on teacher needs. **Staff turnover** (Yes). OBR Elmwood has had some turnover in staff over the last several years. Program administrators were able to articulate reasons for the turnover, which vary. Some staff moved to another state, others moved on to other jobs in education, and a few staff were not a good fit for the program and the student population. **Professional development calendar** (Yes). OBR Elmwood presented the program's calendar of professional development sessions, as well as agendas and sign-in sheets from sessions that already occurred this school year. **Staff selection process** (Yes). One Bright Ray, Inc. posts open positions on employment websites such as Indeed.com and PAREAP.net. Candidates go through two interview panels- one with the organization's Chief Executive Officer and the other with administrators from the program. **New staff induction** (Yes). OBR Elmwood hosts new staff induction during the summer prior to the start of the school year. The program provided evidence of its new staff orientation, which includes topics related to OBR's culture, expectations for instruction, and professional development on project-based learning.

Principals conduct regular observations and provide constructive feedback (No). OBR Elmwood's Dean of Academics conducts random 10-minute classroom observations daily, two informal observation each module, and one formal observation each school year for every teacher. Program leadership presented a blank Individual Growth Plan for teachers, which is used to support teachers with specific areas of improvement. The program was unable to provide evidence of the feedback that teachers receive from observations and no completed Individual Growth Plans were available for review.

Data

Rating: PROFICIENT [4 of 4 components met]

Strategy to track student academic progress and provide interventions (Yes). Teachers at OBR Elmwood are required to update student grades every week in PowerSchool. Students and parents have access to PowerSchool through web browsers and a cell phone application. Progress reports are published every two weeks, and final grades are published every eight weeks for each module. The program's administration, groups students into three groups according to grades and attendance rates. This tiered system allows program staff to target students who are struggling. Interventions include parental conferences, academic contracts, extra help from teachers, storyboard adjustments, and makeup work. **System to collect and analyze data (Yes).** OBR Elmwood uses PowerSchool to collect and analyze data. PowerSchool is a student information system that captures attendance, course marks, and case notes. **Program improvement plans and related data reports (Yes).** OBR Elmwood sets quantifiable goals based on the School District's accountability standards. The program's leadership presented evidence of their improvement plans, which include goals in the areas of student attendance and punctuality, and reading and mathematics skill building. The program's self-assessment of its performance has led to some key changes in the program, including the creation of TABE Academy and the implementation of a new lateness policy for students. **Formative and summative assessments (Yes).** OBR Elmwood uses exit tickets daily in each classroom to determine how well students understand the concepts that are taught. Teachers administer quizzes as well, and each course culminates in a final product. Teachers create final product checkpoints, which help them to determine if students are on track to meeting final product deadlines and expectations. In addition, all teachers are required to give written assessments every two weeks. Finally, the TABE serves as both a formative and summative assessment by providing baseline and growth data in reading and mathematics.