

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



**ACHIEVING EXCELLENCE
SYSTEM-WIDE
2021 v2**

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

**ONE BRIGHT RAY COMMUNITY HIGH SCHOOL
PHILADELPHIA, PENNSYLVANIA
05-08 DECEMBER 2023**

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INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. For more than 125 years, MSA has provided leadership in educational quality and school improvement for its member schools in the United States and around the world. MSA seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts.

The self-study process provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that the process will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

To be accredited, the school first must meet the 5 Standards and 23 Key Concepts for Accreditation. Second, the school, through a planning team of representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. Lastly, the school's foundation documents must be used as the basis for decision-making in creating the plan for growth and improvement. After the self-study, the school goes through a peer-review process by a Visiting Team. The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is to determine whether the school meets the 5 Standards for Accreditation and has engaged the whole school community to create relevant and achievable objectives for school improvement that align with the mission of the 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.

Summary of the School

Chief Executive	Monica Hawk
Internal Coordinator(s)	Emily Trunfio and Monica Hawk
Number of Students	1012
Grade Levels Evaluated	9-12
Additional Locations/ Branch Campuses visited (if any):	<p>ELMWOOD CAMPUS 9th – 12th Grade 6404 Elmwood Ave. Philadelphia, PA 19142</p> <p>FAIRHILL CAMPUS 9th – 12th Grade 2820 N. 4th St. Philadelphia, PA 19133</p> <p>MANSION CAMPUS 9th – 12th Grade 3133 Ridge Ave. Philadelphia, PA 19121</p> <p>SIMPSON CAMPUS 9th – 12th Grade 1142 E. Erie Ave. Philadelphia, PA 19124</p>

THE COMMUNITY

International Education and Community Initiatives doing business as One Bright Ray serves students in Philadelphia, Pennsylvania, a city of 1.576 million. Philadelphia is renowned for its rich history and as a focal point for cultural enrichment and education. The Philadelphia Museum of Art houses an extensive collection, spanning from medieval art to the modern era. The Rodin Museum, known for its remarkable collection of Rodin sculptures, is a cultural landmark. Complementing this cultural richness are science institutions such as the Franklin Institute, the Mutter Museum, and the Academy of Natural Sciences. Philadelphia

stands out for its academic prominence, boasting one of the nation's highest concentrations of higher education institutions.

However, amidst its cultural and educational strengths, Philadelphia struggles with economic disparities. The poverty rate in the city is 23.1%, exceeding the national average of 12.8%. Although 45% of the population is gainfully employed the median household income is \$49,127. Within this context, females aged 25-34 face a pronounced economic challenge, followed by individuals in the 35-44 age bracket and females aged 18-24. These realities remind us of the importance of addressing economic inequality.

The demographic composition of Philadelphia is diverse, with 40.1% of residents identifying as African American (non-Hispanic), 34.1% as White (non-Hispanic), 7.36% as Asian (non-Hispanic), and 15.1% as Hispanic. An impressive 93.1% of the city's residents are U.S. citizens, with 14.3% born outside the country.

Philadelphia is a city distinguished by historical significance, cultural richness, and educational institutions, yet at the same time confronting socio-economic challenges that require attention. Philadelphia, although diverse, has work to do in order to ensure that there are equal opportunities for all of its residents.

has experienced significant changes affecting various aspects of the city as well as the population of One Bright Ray, including, population changes, poverty, crime & homicide, the drug epidemic, education, and urban development.

Philadelphia is also the poorest of the largest U.S. cities having a high poverty rate, with 23.3% of residents living below the poverty line and an average household income of \$77,454. Population changes, poverty, crime & homicide, the drug epidemic, education, and urban development have had a severe impact on the city. Philadelphia faces increasing crime rates and battles the opioid crisis. New construction has contributed to concerns about gentrification potentially displacing longtime residents due to increasing real estate prices and rent. In fact, half the real estate transactions in Philadelphia have involved an investor rather than a potential resident, in African American neighborhoods that number rises to two-thirds.

THE SYSTEM

Joseph H. Proietta founded One Bright Ray, Inc. in 1980 as The Community High School, one of the first four charter schools in Philadelphia. In 2004 he founded Fairhill Community High School (FCHS) at the 4th Street Campus based on an accelerated education model for returning drop-outs that he designed in 1975 as a graduate student at Temple University and used at The Community High School in the 80's. In 2008 he founded North Philadelphia Community High School (NPCHS) that combined the accelerated program with a US Department of Labor funded work ready component. In 2009, he took the accelerated program (now known as "the Fairhill Model") and The Community High School model (for at-risk youth) to Baltimore, MD, and founded Baltimore Community High School (2009-2013) as a middle and senior high school similar to the original The Community High School. In 2011 with the expiration of the Department of Labor grant and cut backs in

School District of Philadelphia funding, OBR combined Fairhill and North Philadelphia (Simpson Campus/National Headquarters -1142 E. Erie Ave, 19124) into a single school with two campuses: OBR Community High; however, they maintained the same combined student population. In 2016, OBR opened the Elmwood Campus in SW Phila.

In 2002, OBR was the first Pennsylvania non-profit to successfully float bonds on the open market to finance a charter school building, Community Academy of Philadelphia, the successor to The Community High School. On June 26, 2002, One Bright Ray, Inc. sold \$13,795,000 in Series A, S&P rated A (Insured) bonds on the open market and \$3,250,000, subordinated bonds for a total of \$17,045,000 of Philadelphia Authority for Industrial Development bonds to renovate its properties.

One Bright Ray is a diploma granting accelerated high school program with a strong track record of success. It serves students from the city of Philadelphia who are over aged and under-credited. Students must be between 16 and 21 years of age and at least 1 ½ years behind in credits.

The school operates on an 11-month calendar year with a 13-week module system that allows their students to earn credits and progress towards their high school diploma. It is a project-based learning school with individualized instruction which allows for additional learning time.

OBR supports its students by creating a safe learning environment for achievement and holds parents, students, faculty and staff accountable for their actions. The system emotionally and financially supports its students with social workers, a school counselor, security team and daycare services. They also offer after school tutoring, summer programs, internships, and exposure to culture and arts. OBR provides hope, holds its students to higher levels of expectations than ever before and encourages their students to achieve.

One Bright Ray CHS is an accelerated high school. Students can complete the program in two years or less, depending on the number of credits they have upon entering the program. There are three modules in the traditional school year (September – June) and students can earn up to 5.5 credits per module. Students may also participate in the optional credit recovery summer session each year they are enrolled and may earn up to an additional 1.0 credit. Students may express interest in participating in the Summer Session, however, eligibility is determined based on credit recovery course eligibility and academic progress made during the school year. Summer session also includes internship opportunities including Work Ready programs where students can also earn a salary while working with their assigned community-based program and summer workshops to further hone academic and professional skills.

OBR believes people learn best when they are active participants in the learning process. Students are seen to take ownership of their own learning as they engage in a real-life application of skills to answer a driving question and complete a final product designed to meet the needs of an outside audience. Project Based Learning allows students to connect with the content and to see the value of their education. This also allows students to develop project-based skills required for future success in the 21st century.

They believe that attention to the whole student is necessary and that the emotional well-being of a student is a factor that is directly related to their academic success. In-house social workers, school counselors, nurses, deans, and daycare facilities support our schools. They are highly structured and we believe that attention to the small details is key to the success of its students. Each school partners with community-based organizations to ensure support services are being provided at the school for all students.

OBR believes that people are happier, more cooperative and productive, and more likely to make positive changes when those in authority do things with them, rather than do them to or for them. Restorative practices help teachers and administrators develop positive relationships with students and parents to improve the overall climate and culture of the school setting.

SELF-STUDY PREPARATION

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's self-study preparation based on what was seen and heard during the Team's visit to the school. The school's Self-Study and Recommendations are broken down into four components: Internal Coordinators, The Planning Team, Leadership and Governance and Implementing a Culture of Change. In the following section, please provide observations and recommendations about each of the components of the school's Self-Study and Recommendations.

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

The Visiting Team observed that:

- Two lead system internal coordinators were selected based on their roles within the school system and their leadership positions at OBR Inc. Ms. Monica Hawk, CEO, oversees all aspects of One Bright Ray and has previously served as the Director of School Improvement, contributing to previous Middle States initiatives. She has also recently held the role of Director of Curriculum and Instruction.
- Mrs. Emily Trunfio, Director of School Improvement, was also selected to serve as a System Internal Coordinator. She brought a deep knowledge of the system and significant experience in planning, management and knowledge of student learning to the task. The ICs made an extraordinary effort to complete the self-study in time for the visit
- Communications ahead of the visit with the Visiting Team regarding the schedule, the hotel accommodations, were prompt, clear, concise and helpful
- It was an asset to have the Chief Executive Officer so closely involved with the self-study as her understanding of the workings of the system was very helpful and it is the mark of a good leader to lead from the front.
- Leadership and the internal coordinators will work closely with the Planning Team to modify the action plans if and when necessary to meet the needs of the OBR community. The internal coordinators are excited to carry this project through to completion in the years following the team visit.

The Visiting Team recommends:

- Even if a data specialist is available, the ICs should take every available opportunity to take data analysis training.

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders, chosen by the school, 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 achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, it is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. In this role, the leaders should serve as "equals among equals" by serving on the Team as members with the same authority and influence as all other members of the Team. The school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture and life of the school. In most cases, this will require a concerted effort and the willingness to examine how the institution thinks about institutional growth and improvement and who is responsible to lead it.

The Visiting Team observed that:

- The Planning Team consisted of volunteers from staff and board members.
- Dedicated to the school's success, some student alumni members served as well.

- From the start it was the school's goal was to include a broad cross-section of the school stakeholders in the planning process.
- Since it is a small school virtually all members of its community participated in accreditation planning, from joining focus groups, completing surveys and reviewing standards, to participating in action planning teams.
- The Planning Team was diverse in its racial and ethnic makeup, its involvement of all departments, and even as to age and experience.
- Wisely The Planning Team established rules for communication and decision-making, as the team first began to meet.
- Some of the norms they set for themselves included: trust each other, be respectful, begin and end meetings on time, always ask for clarification to help avoid making assumptions, listen to and strive to understand each other; bring in both old and new voices, and strive for consensus
- As needed the full team met monthly and bimonthly in the leadup to the visit.
- The self-study was completed by online surveys and various team members were responsible for interpreting results.
- The Visiting Team witnessed a respectful and congenial comportsment during conversations with Planning Team members.
- The Planners are extremely familiar with the culture of the school and the school's mission.
- The Visiting Team observed that the PT was consistent in their efforts and dedicated to carrying out the process of self-investigation
- The Planning Team will add members as needed when transitions occur.
- All faculty and staff (and other community representatives) were and will be invited to participate in the planning process.
- New team members will be trained by the Internal Coordinators and given access to documentation of all previous work completed by the team as part of the annual review process
- One Bright Ray is commended for maintaining a commitment to utilizing diverse stakeholders in this process.
- One Bright Ray is commended for involving all component schools in this process.
- The system planning team's role in relation to the component planning team is to offer support, assist with scheduling, and facilitate meetings among the component teams.
- The system planning team actively participates in component planning meetings, reviewing action plan items and initiatives from the component teams to ensure alignment with system-wide efforts aimed at enhancing student performance and growth.
- Members of the System Planning Team are members of OBR Inc. who travel between all four campuses to oversee and support employees in their particular role:
- After the Visiting Team's visit and during the implementation of the Plan for Growth and Improvement, the Planning Team will continue its active role in driving progress.
- Their regular meetings will continue, allowing them to steadily advance on the action plan items. This ongoing commitment ensures that the momentum for improvement is maintained.
- To increase their efforts, the team will keep seeking new members with specific skills that complement their objectives. This approach aims to bring in diverse expertise, strengthening the implementation of the plan and creating additional buy-in from staff.

- The team will keep evaluating the effectiveness of their action plan items, looking for areas to tweak or improve. This ongoing reflection ensures their approach remains adaptable and effective. The action plan is a living breathing document that needs to be adjusted in an ongoing manner.
- The team will stay focused on gathering and analyzing relevant data as needed. This data-driven approach ensures that their decisions are well-informed and backed by evidence.

The Visiting Team recommends:

- The Planning Team should work closely with the IC team to monitor the implementation of action plans over the next few years to be sure to be prepared for the Mid-Term Report.
- The Planners may wish to continually invite classroom/workplace instructors and students to serve on the team.

C. Role of the School’s Leadership and Governance

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

Because a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students; and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed that:

- Leadership and governance were faithful and valuable members of the Planning Team from the very beginning. Their help in such areas as the conducting of surveys, the development of objectives and action plans was invaluable.
- They have shared informative data and documentation, and have been transparent with team members about strengths and challenges facing the school.

- They have worked collaboratively with the planning and action/implementation teams to ensure that all voices are heard (and listened to), and that the entire OBR team is working together to ensure that the self-study and plan for
- growth and improvement support a continual improvement process at OBR.
- It is clear from Visiting Team interviews that the school's current leadership and governance supports the accreditation process and values the information gained from the self-study.
- This administrative team exhibited a clear desire that the school would learn and grow from this MSA protocol
- The Leadership & Governance worked very closely with the Internal Coordinators and the Planning Team to make the MSA self-study a living and dynamic process of growth.

The Visiting Team recommends:

- The board is commended for empowering staff members to become actively involved in the Plan for Growth & Improvement as the action plans move forward towards the 7-year goals

D. Implementing a Culture of Change

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique Mission, Core Values, Profile of Graduates, and student and organizational performance goals. It requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans.

Therefore, 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 *Excellence by Design* protocol, the school's planning process, Foundation

Documents, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining input from the members of the school's stakeholder community and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The Visiting Team observed that:

- The objectives and action plans support the mission of OBR to positively support the educational needs of over-age students in a caring environment. Student and faculty interviews clearly revealed a commitment to an environment that is trusting, caring, and mutually respectful.
- Each school had teachers, staff, and administrators represented on the system planning team. The schools are committed to a structured approach for achieving the objectives identified by the planning team and school system. The schools' staff will meet after each module to review and assess the collected objective data, allowing them to adjust our objectives accordingly. The schools plan to celebrate milestones as they have reached an objective and acknowledge growth resulting from implemented changes. Leaders intend to communicate with the school community regularly to ensure that all members are kept informed and actively engaged to pursue the needs for each objective.
- Teacher interviews indicated a great appreciation of advanced planning by the system administration. One teacher said, "We make every day work to be successful and get a lot of support to make it happen. We adapt and adjust curriculum as needed - it might not be immediate but administration is very responsive. We get a lot of input into the success of the school."
- The Covid-19 pandemic severely impacted student programs and student attendance among an already At-Risk student population. When school did reopen in person many students had difficulty re-acclimating to a school environment. The system objectives are in an effort to return to the school campuses to pre-pandemic levels in order to focus on student achievement success.
- The technical review by MSA did not occur until the day of the visit by the chair. This created some difficulties for the internal coordinator and impacted updates to the objectives and action plans.
- The two internal coordinators, Emily Trunfio and Monica Hawk, are commended for their work in leading the process. The Planning Team was constantly engaged in the self-study and planning objectives.
- The team commends the Internal Coordinators and Planning Team for the inclusive approach of teachers and administrators to develop objectives and action plans.
- The objectives were developed as a result of survey data, formal and informal meetings between teachers and administrators, and discussions with students.
- The system identified the need to formulate student attendance goals as a precursor to addressing student achievement. One planning team member shared that, "Scores are directly related to attendance. So, we saw the need to focus on that first." Prior to the Covid-19 pandemic attendance was approximately 60%, therefore, the system believes they can reach their goal.

- The college and career counselors indicated they had minimal input into the career readiness objective.
- Students were not included on the planning team to develop the objectives. This is due to the need to have students actively engaged in the classroom curriculum when they are present at school. Students were surveyed to obtain their input.
- Student interviews confirmed the need for additional activities and engagement opportunities.
- A strategic plan is not in place and is difficult to create and maintain as a result of the ongoing changes at the School District of Philadelphia, which changes plans without consultation or warning to OBR.
- The system indicates they will review data and evaluate progress towards the objectives after each module (every 13 weeks).

The Visiting Team recommends:

- The system consider including representation from community members, current students, former students, and retired staff in their continued planning and evaluation of objectives
- The system considers more detailed action plans. For example, include the names of the individuals responsible for action in addition to their titles, similar to the table in the system “Plan for Growth and Improvement” self-study. Also, outlining detailed resources for each action is recommended. These steps may improve accountability of the implementation team and appropriate budgeting of resources for each action step. Furthermore, consider an update to the last column of the action plans labeled “Status”. The team recommends the system indicate who will collect the data and give a date by which it should be reported to the planning team. This would apply to one-and-done projects especially those that need to be tracked on a time-bound basis (e.g. end of school year, module, etc.). Detailed status records also allow for seamless transition as the implementation team members and internal coordinators change roles or leave the system.
- The system considers redefining the “Timeline for Completion” in the action plans for the 3 objectives. The timeline dates listed will be completed in the next 2-3 years. The action plans may need to be updated to sustain and monitor the objectives over the next 7 years. For example, the system may want to implement additional objectives related to achievement based on meeting the attendance objective.
- The system considers providing formal support for personnel to increase staff retention. Students indicated that they return to the school each day because of the relationship with the teachers, which directly correlates to student attendance and achievement.
- The system considers targeted action plans for each school to account for variations at each campus. Teacher interviews indicated that a majority of the professional development occurs at the local campus, therefore, the needs may differ at each building based on individual teacher/staff needs. Local targeted action plans may allow for additional accountability of objectives by individual school leadership.
- The system considers outlining a more specific method to determine the effectiveness of teacher/staff professional development.

- The system considers more opportunities for communication and collaboration between academic and non-academic departments (such as the College and Career staff) to understand and participate in objective priorities.
- The system and schools plan to celebrate the success of meeting goals and action plan steps. OBR's mission is unique and there are many challenges in achieving the goals. However, the staff appear to be genuinely committed to the success of improving the lives of students. The team commends the work of OBR and encourages perseverance.

STANDARDS FOR ACCREDITATION

The Standards for Accreditation provide information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. This section of the self-study consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation Key Concepts and Indicators of Quality.

The 5 Standards for Accreditation and 23 Key Concepts 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. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The self-assessment of the Standards Key Concepts also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

Standards for Accreditation for Schools

- Foundations
- Governance and Organization
- Student Well-Being
- Resources
- Teaching and Learning

- Special Purpose Indicators
Indicators for specific areas not fully addressed in the 5 Standards and may only apply to certain programs or types of schools.

FOUNDATIONS

Standard for Accreditation

Introduction: Every effective school improvement process must begin with a clear definition of its preferred future and the understanding of the means to achieve it. MSA believes that the school's purpose and direction can best be expressed through three Foundation Documents: a Mission, a set of Core Values, and a Profile of a Graduate.

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

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment 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
Key Concept O1	
Mission Statement*	X
Core Values*	X
Profile of Graduates*	X
Key Concept O2	
Samples of publications/digital resources that communicate the Foundation Documents to the school's community of stakeholders	X
Key Concept O3	
Plan for Growth and Improvement*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

MISSION

A school's 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).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant.

The school's Mission is:

The mission of One Bright Ray Community High School, an independent, accelerated school, is to provide 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 personalized and highly supportive school environment provides an opportunity to experience high school free of negative labels while placing emphasis on future readiness.

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 encourage each student to explore their personal and academic potential as a citizen in an evolving society.

Do the component schools have individual Missions?

	YES
X	NO

If yes, explain how they align with the system.

NA

CORE VALUES

Core Values 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. Core Values 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 core values are a matter of faith, not a matter of fact, they express the school’s deepest convictions outlining what members of the school’s community of stakeholders are willing to “go to the mat” defending.

Only members of the school community can identify their deeply held core values. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school’s Core Values. Ultimately, however, it is the school that has to decide if the Team’s comments are legitimate and relevant.

The school's Core Values are:

Every student has the potential to succeed therefore they deserve a second opportunity at a quality education.

- Trusting, caring, and mutually respectful relationships must exist between staff and students.
- Counseling, social services, and social-emotional learning are necessary to assist and support student success.
- A successful organization understands and addresses the academic and personal needs of the student.
- A sense of community and belonging is key to the success of the school.
- Successful schools celebrate student success and encourage growth.
- The important work in education is preparing students for the real world.

Do the component schools have individual Core Values?

	YES
X	NO

If yes, explain how they align with the system.

NA

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 a 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, confidence, and the ability to advocate for themselves. They will exhibit the capacity to identify and understand their strengths and weaknesses to grow. Graduates will demonstrate accountability in setting goals and self-monitoring. Additionally, they will maintain healthy personal and professional relationships.

Graduates will take ownership, and pride in their work. Graduates will be technologically literate and responsible digital citizens. 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 demonstrate effective leadership skills, cooperate in diverse groups, and display future readiness skills that will help them find success in post-graduation endeavors.

Do the component schools have individual Profiles of Graduates?

	YES
X	NO

If yes, explain how they align with the system.

OBSERVATIONS AND RECOMMENDATIONS ON THE SCHOOL’S FOUNDATION DOCUMENTS

The Team’s Observations on the Foundation Documents:

- The Mission conveys the high school's goals, purpose, and values and guides all stakeholders in understanding what the school seeks to achieve as an academic institution.
- Teacher lesson plans are structured around the mission statement and reviewed by department chairs.
- The Core Beliefs convey respect, integrity, and compassion for the student body.
- There were consistent displays of respect and compassion for the student body by administrators and faculty.
- Students stated that the administration and faculty knew what they needed, pushed them to achieve their goals, and genuinely cared about them.
- Students' achievement, skills, and personal growth for success are supported by numerous individuals who support their social and emotional development.

The Team’s Recommendations on the Foundation Documents:

- NONE

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 each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept F1:

The Foundation Documents are clearly aligned to the school’s preferred future.

- Foundation Documents are structured to continuously provide students with a personalized and highly supportive school environment.
 - The Foundation Documents guide the school’s overall operations and teaching methods.
 - The Core Beliefs address students' academic and personal needs with utilization of an Emotional Support Team (faculty) at each location.
 - Senior Seminar classes offer a variety of skills linked to interpersonal interactions and future readiness skills that support post-graduation endeavors.
 - The Foundation Documents illustrate purpose, ensure consistency, and accountability especially given there are multiple school locations.

Key Concept F2:

The Foundation Documents are reflective of the community’s expectations.

- Development of Foundation Documents included stakeholders and review during the 2023 calendar year.
 - Students receive various opportunities to learn people skills provided in support programs and school curricula that are transferable to community settings.
 - The school prioritizes the well-being of students by providing access to basic needs such as food, emotional support, and childcare (one location) within an inclusive environment.
 - The school provides services for remedying conflict.
 - Community resources support a No Gun Zone Program.
 - Ethnicity celebrations at all locations enhance the school climate and support diverse cultures.

Key Concept F3:

The Foundation Documents are used as a guide for decision-making.

- The school's foundation documents serve as a guide for decision making and are used to ensure that decisions align with goals and objectives as evidenced in monthly faculty meetings (agendas).
- The foundations documents are used to develop curriculum, instructional practice, and lesson planning.
- School administrators indicated that they consistently reference foundation documents when designing short- and long-term plans for the various locations.
- The Mission statement is communicated in various school resources (website, employee and student handbooks) and utilized to guide new decisions.
- Restorative practices are the cornerstone for the school's organization and ensure the practice of respectful and trusting relationships among staff, students, and the school community.
- Students consistently stated that they appreciated the respect, trust, and care of faculty members.
- Project-based learning supports real-world applications of the curriculum content and student projects are displayed in classrooms and hallways.
- There was no evidence of College and Career Counselors or the Manager of Workforce Development placing students in internships and externships to support career and academic aspirations.
- There was no evidence of College and Career fairs to expose students to various employment opportunities or training programs.
- Approaches to student achievement are intended to evolve and ensure alignment with the school's mission, core beliefs, and graduate profile idealistic but lack consistent and measurable outcomes.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The mission came first. OBR exists because of its mission

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's Key Concepts 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:

- Include current and/or former students in the development and review of foundation documents.
- Consider establishing a mentor program for students.
- Consider grant-funding to expand academic and structural facilities.
- Consider organizing a college and career fair
- Consider contacting professional organizations and nonprofits that offer resources and build social capital for students.
- Consider establishing a volunteer pool of retired teachers, counselors, and professionals who can assist with providing additional support services for the student body.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

GOVERNANCE AND ORGANIZATION
Standard for Accreditation

Introduction: A school must be clearly organized and effectively led in order to achieve its preferred future. MSA believes that school governance, leadership, faculty, and staff must work together collaboratively and cooperatively with the community to strategically plan for the school’s continuous improvement. Policies and procedures detail roles and responsibilities of governance and leadership as well as the promotion of staff well-being.

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

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment 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
Key Concept O1	
Appropriate authorizations for operation*	X
Key Concept O2	
Succession Plan*	X
Policies/Procedures relating to Governing Board roles and responsibilities and/or Bylaws for Governing Body *	
Policies/Procedures ensuring guidelines outlining day-to-day operations of the school*	X
Organizational Chart*	X
Written Job Descriptions*	X
Documentation of regularly scheduled meetings of the governing body*	X
Documentation of governing body training/orientation	X
Key Concept O3	
Policies and Procedures evaluating all personnel (leadership, faculty, and staff) *	X
Performance Evaluation Instruments*	X

Key Concept O4	
Strategic Plans and/or Plan for Growth and Improvement*	X
Continuity of Education Plan*	X
Key Concept O5	
Policies/Procedures governing students' services of the school (admissions, placement of students in appropriate educational levels, transfer of academic credits) *	X
Policies/Procedures defining appropriate student confidentiality and protection in communication concerning students in social media, website, photographs, newsletters, etc.*	X
Samples of Communications to stakeholder groups	X
Key Concept O6	
Policies/Procedures addressing student and staff code of conduct and academic integrity (including plagiarism) *	X
Policies/Procedures ensuring course and materials meet content copyright law and fair use guidelines*	
Policies/Procedures ensuring diligence with employees, volunteers, contracted services personnel and service providers are eligible to work with children*	X
Code of Conduct or equivalent*	X
Key Concept O7	
Policies/Procedures to ensure the school provides a positive work environment, adequate compensation, reasonable workloads, acceptable working conditions and complaints/grievances by members of staff*	X
Salary Schedule	X
Description of Benefits	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

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 each Key Concept and its Indicators of Quality, and 2) any areas

in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept O1:

The school is legally chartered, licensed, and/or authorized by the appropriate civil authorities.

- One Bright Ray Community High School is a 501(c)(3) registered Nonprofit.
- The School District of Philadelphia contracts the high school to educate students who are overaged, under-credited, and unable to succeed in a traditional academic environment.
- The School District of Philadelphia conducts evaluations throughout the school year to ensure the fulfillment of contractual compliance.
- The current contract extends to 2025.

Key Concept O2:

The school has an organizational structure clearly detailing its positions/jobs and corresponding relationships.

- The school has an organizational structure detailing its positions/jobs and corresponding relationships.
- The top administrators include a CEO, CAO, and a COO.
- Directors guide and coach their departments and develop policies and programming at the organization level.
- Campus-based principals are responsible for managing all campus-based faculty staff.
- The COO directs the student services coordinators, human resources manager, human resources department, and operations.
- The Day Principals direct DOA, DOS, faculty, and staff.
- The Director of Evening Schools directs the evening principals, faculty, and staff.
- Policies and Procedural materials provide guidelines for day-to-day operations
- Leadership meetings and agendas indicate input and joint collaboration from stakeholders.
- Written (Employee Handbook) outlines for the departmental structure and chain of command are evident.

Key Concept O3:

The school has a system in place for regularly assessing the effectiveness of governance, leadership, and all personnel.

- The School District of Philadelphia conducts yearly evaluations to determine contractual duties and compliance with all applicable statutes, ordinances, and regulation of all civil authorities of the jurisdiction.
- Formal performance appraisals are conducted twice annually (supervisors and employees).

- Various Charlotte Danielson informal, formal, follow-up, pre- and post- observation material are utilized for faculty evaluations.

Key Concept O4:

The school governance and leadership plan strategically for continuous school improvement.

- Monthly Leadership Agendas indicate continuous strategic and school improvement planning.
- Under new leadership, data related to homeless, foster care, and social services will be incorporated into strategic planning.
- Under the previous leadership, strategic planning was not data driven.
- Required by The School District of Philadelphia and supported by a change in CEO as of April 2023, data use and monitoring will influence institutional decisions going forward.

Key Concept O5:

The governance and leadership are responsible for maintaining clear, open, and appropriate communications with and among stakeholders.

- All administrators were observed to have an open-door policy for staff and students.
- Policies and Procedures related to governing are outlined in the Student Code of Conduct manual.
- Several students indicated receiving continuous communication from faculty about what was needed for their academic success.

Key Concept O6:

School governance and leadership are responsible for safety and are expected to model ethical behavior to promote a safe and orderly environment.

- Policies and procedures outlining staff and student code of conduct and academic integrity are outlined in the Student Code of Conduct manual and Employee Handbooks.
- Codes of conduct align with the School District of Philadelphia as contractually required.
- Additional ethical behaviors and safety procedures are implemented based on the Restorative Practices.
- Student Handbook outlines rules of conduct and disciplinary code (offenses and corrective actions).
- As evidenced, safety measures are strongly enforced when entering the various locations.
- As evidenced, administrators and staff constantly promote a safe and orderly environment.
- Both staff and students express working and learning in a safe environment.

Key Concept O7:

School policies and procedures promote a positive work climate for all personnel.

- The Faculty and Staff Handbooks outline policies and procedures related to work environment and acceptable standards for working conditions.
- Handbooks outline policies and procedures for grievances (Complaint Procedure), discrimination, retaliation, harassment, and other unacceptable conduct.
- Administrators demonstrated an open-door policy with staff and faculty.
- Faculty members stated they felt safe and worked in a positive and support teaching environment.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- You have an amazing Board and their level of commitment to your students and their families is beyond compare.
- You are quick to celebrate both student and staff success.
- The faculty, staff and administration work well together as a team and are super supportive of each other and the students. We heard from all stakeholders that you have a strong sense of community

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's Key Concepts 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:

- Consider a location in each school for posting student related updates and announcements.
- Consider opportunities for faculty members to visit other charter schools as a component of professional development when possible.
- Consider a support system outside of faculty/administrator members to support the emotional health of faculty and administrators.

- We encourage you to continue improving your new succession plan for school leadership, allowing for shadowing of key positions as a tool for professional growth.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

STUDENT WELL-BEING STANDARD

Standard for Accreditation

Introduction: Effective learning requires a nurturing school community focused on student well-being. MSA believes the school must ensure the physical, mental, and emotional

well-being of its students. Student well-being is developed in a school culture that encourages creativity, active engagement, and collaboration with families and the 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 that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment 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
Key Concept W1: The system leadership creates and supports a safe and secure environment for all students.	
Emergency Management Policies and Procedures*	X
Child protection policies/procedures* Child protection policies/procedures EST Resources OBR Mandated Reporting Policy	X
Emergency Drill logs*	X
Evidence that Emergency Procedures are distributed appropriately*	X
Records of most recent health & safety inspections*	X X
Key Concept W2 Student health and wellness are a main priority of school leadership.	

Policies and Procedures relating to child protection, bullying and personal safety*	X
Policies/procedures/programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students*	X
Confidentiality Practices/Guidelines*	X
Procedures for storage and retention of student health records*	X
Key Concept W3 Student activities and experiences are provided for all students.	
Policies/Procedures on Student Life & Student Activities*	X
Policies on Academic Eligibility	X
List of Student Activities Offered	X
Key Concept W4 Policies and procedures promote a fair and positive school climate for students.	
Student Code of Conduct*	X
Policies/procedures for Harassment, Intimidation, Bullying, Diversity, Inclusion, and Anti-Racism*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

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 each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept W1:

The school leadership creates and supports a safe and secure environment for all students.

- **OBR** implements guest and student search before admittance to provide a climate of safety. Guests must ring the bell for admittance and exit the elevator at 5th floor (school location). OBR sites (Mansion, Fairhill, Edgewood and Simpson) vary in size and design but all maintain a consistent level of security and safety precautions

- **OBR** School doors are locked from outside to prevent unwanted access. student backpacks/purses are searched by hand and shoes are removed prior to students moving through the actual scanner
- **OBR** ensures that written policies/procedures are in place to maintain the health and safety of students. Training is provided on legal and ethical requirements regarding child abuse.
- **OBR** Director, EST is a licensed Social Worker and provides training updates to staff. and maintains records in compliance with state and local laws. The Director, EST is tasked with overseeing all child protection matters, in conjunction with School Security (within the facility)
- **OBR** continually reminds students that respect in the building is expected/required both inside the building and outside in the community.
- **OBR** focuses on peaceful and respectful solutions by implementing Social Emotional concepts and positive socialization skills). Students have access to Emotional Support teams including 1:1 conversations; incoming students are assessed for treatment services when they are onboarded.
- **OBR** Restorative Justice practices are maintained for all students, across campuses. Students commented on their belief that RJ works and “helps address issues before they get ugly”.
- **OBR** connects with community organizations outside of the building, to increase feelings of student safety and to build relationships. Intra-campus activities exist so students feel connected to the full OBR suite of campuses.
- **OBR** teachers are seen as caring and non-judgmental; students are comfortable sharing concerns regarding “safety, or just when something is going wrong”
- **OBR** maintains a system of cameras with internal and external views, with numbers of cameras unique to each site
- System-wide, single and multi-stall bathrooms are available, marked with procedures and expectations. All student needs are acknowledged regardless of gender
- **Mansion Campus (MC)** Student comment: “Students feel safe in our building...feeling of family ... I understand through restorative practices that my behavior impacts everybody”.
- The School Nurse (SN) moves between campuses - training is provided to administrators and teachers and she works hand-in-hand with staff and the EST
- SN trains coaches, teachers via presentations on how to handle medical emergencies; coaches are first-aid certified. Teachers trained in EpiPen, Narcan and inhaler

techniques. Individual health plans are digitally stored in PowerSchool - including 504 and IEP

- SN is pursuing additional certification, which would allow her to provide even more health-based services within the system
- Students are strongly encouraged to have their 11th grade physical exam, but are not penalized if they or their parents decide to forgo the exam
- The SEL staff will make home visits, if needed, to address attendance issues and to remain abreast of student concerns that abridge the school, community, and home

Key Concept W2:

Student health and wellness are a main priority of school leadership.

Student Services

- OBR ensures component schools have effective relationships with community organizations that can supply proper support, advice, and services related to mental and physical health, safety, and child protection.
- OBR subscribes to a, “Maslow Hierarchy of Needs” philosophy with their students, placing physiology, safety, security, love, and self-esteem first, with an understanding self-actualization can only occur by doing so.
- OBR provides a daycare to allow students with children the opportunity to attend school and alleviate having to choose between parenting and education.
- OBR welcomes their students fluidly, allowing enrollment during any module. They combine this, “rolling enrollment” with a pop-up orientation process designed to ensure students are knowledgeable of system expectations. In doing so, new students may blend in and adjust effectively.
- OBR students attend a, “Monday Seminar” class with the same teacher each week. During this advisory period, teachers support and advise students while they review their workloads and grades. This process allows the students to plan for the week ahead and stay on top of their assignments and responsibilities.
- OBR recognizes the need to create a more collaborative process to achieve a high level of engagement with their student body. Whether a student is at risk or not, communication is consistent, prompt, and precise with all stakeholders.
- OBR consistently shares all external resources that are available about physical and mental health and safety with their students. They do so through the employment of help-based programs, expert speakers, EST-designed lessons, seminars, and small group sessions.
- OBR teachers share a common philosophy in student support when discussing disruptions to their educational/learning environments. In response to needing to

address inconsistent attendance teachers indicated they use, “spontaneous instruction,” and as a group agreed with the statement, “they’re (the students) here today,” to keep the students welcomed and engaged.

- OBR students said their teachers truly care for them. One student said they, “overextend themselves,” and because of this the students want to, “come back every Monday.”

Mental Health Services

- OBR system Emotional Support Team (EST) members create community/cultural oriented activities and programs on each campus to bring all stakeholders together. Some of these events/recognitions include, but are not limited to, a food pantry, coat drives, celebrations of all nationalities, LGBTQ awareness, End-of-Module Karaoke, and Spirit Week. (Although not formally aligned system wide, all ideas, activities, and celebrations are shared amongst the component schools for consideration.)
- OBR administration and the members of the systems’ EST coordinate and support student attendance through daily phone calls when students are not present. When unsuccessful or concerned about the results of any communication, EST members perform home visits to follow up.
- OBR students stated that the EST members know them very well and help them get through any issues they may be facing each day.
- OBR EST members have the forethought to inform teachers and administration when students are struggling on a particular day whether the issue is school related or not.
- OBR enlists EST members to support children. Members of these teams pride themselves on creating a “community of belonging.”
- OBR’s Restorative Practice philosophy lends itself to enhancing the support of the emotional needs of students through its, “talking it out” approach. Students echoed this sentiment during the enlightening meeting held with them.
- OBR’s EST faculty and administration support teachers in their interactions with student families. These interventions provide teachers with the opportunity to focus directly on student academic needs and avoid any conflict which may arise from sending home unpleasant news.

Health Services

- OBR campuses all have nursing services. The Strawberry Mansion campus shares a nurse with the school they share the building with, and the other three campuses employ a second, traveling nurse. This second nurse works directly for the Philadelphia School District.
- OBR nurses connect with most system students via regular screenings of height, weight, vision, and hearing.
- OBR brings in crisis intervention teams to support children based on student directed needs.

- Student Individualized Health Plans (IHP) are stored in the System's student management system.
- OBR school nurses work closely with the EST faculties in each component school. In addition to these relationships, the nurses are further directly involved with 504, IHP, and IEP development meetings.
- OBR student medicine distribution is permitted by parental permission as provided in writing on a Philadelphia School District form and approved by a physician.
- OBR protocol in an emergency where a nurse is not present is to call 911.
- OBR nurses train teachers in EpiPen, Narcan, and inhaler administration.
- OBR recommends health centers and clinics of all types as guided by the Philadelphia School District.
- OBR has AEDs in each building and they are appropriately sited in locations throughout the facilities.

Key Concept W3:

Student activities and experiences are provided for all students.

- OBR students expressed a sincere desire for the return, increase, and creation of new club offerings. Specific extra-curricular activities mentioned were Cosmetology Club, Cheerleading, Entrepreneur Club, and the return of previous favorites, the I Love Philly Club, Parenting Club, Hip Hop Club, and a Music Appreciation Club.
- OBR club activities are always welcome to form so long as any teacher is willing to supervise the activity.
- OBR selects activity sponsors and coaches based on interest and availability to volunteer.
- OBR coaches receive First Aid and CPR certification by the System at no cost.
- OBR advertises club and athletic activities via posted flyers, email, and school announcements to encourage student interest and participation.
- OBR afterschool programs and activities are appropriately planned, supervised, and staffed with qualified personnel.
- OBR students are offered opportunities through these experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, collaboration, teamwork, and self-direction.
- Through end-of-year surveys, students and staff are provided with appropriate opportunities to offer input regarding the school's student activities.
- OBR coordinates with outside organizations such as One Art Community Center to provide students with opportunities for service learning in addressing meaningful community needs.

Key Concept W4:

Policies and procedures promote a fair and positive school climate for students.

- **OBR System-wide:**

- Staff check the temperature of students as they come in. Students demonstrate digital responsibility by turning over phones as they enter and retrieving them at the end of the day (system-wide process).
- After-school activities are in place for all students to participate, including a Poetry Slam Club and a basketball league (growing to incorporate athletes and cheerleaders)
- ALL students are provided a free breakfast and lunch, removing any possible stigma associated with the acceptance of free meals. During half-day sessions, students are given bag lunches
- FC maintains a day-care for parent-learners and washer/dryer for McKinney Vento or other students; no judgment was seen and the daycare facility was visibly neat, clean, and baby was well-cared for
- The school recognizes student accomplishment across campuses and celebrates students publicly, including community and media coverage
- The Student Code of Conduct is posted, available, and reviewed with students during onboarding and as needed
- Restorative Justice practices are an integral part of the school climate - students are expected to participate and reach resolution. Students reflected on the success of RJ in addressing concerns “before they get ugly”.
- “Administrators make it a point to know the students...” (observed on all visited campuses)
- Students overwhelmingly shared that OBR was better than their previous schools; “The school is fundamentally better for me” - “OBR is a second chance” - “students can move at their own pace because what’s important is that you learn, not how fast”
- OBR has several Social Workers who work with students around SEL and personal concerns; students know that they have a multi-layer of adults who support both their academic and their personal growth
- Students are celebrated across campuses, maintaining a sense of OBR pride. Students are proud to say that they attend an OBR school.
- **EC** students are greeted by name and individual comments shared with each student
- **Fairhill Campus (FC)** classrooms all contain consistent messaging regarding grades, the behavior continuum, and classroom and learning expectations. Students are generally addressed by name. Student work is posted around the building as exemplars.
- Several students shared that the atmosphere and spirit of OBR teachers has allowed them to turn their academic experience around. “Teachers stay on top of you and ensure that we make the grades we can. One student commended that he has moved from failing grades to just short of a 4.0 as OBR staff support and encourage him to do his best
- All students have access to mental health services, either directly through school nurse and social worker team, or promoted to the ELECT system for external support. Privacy is a strict component in the delivery of mental health services

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- Staff addresses learners as individuals with staff clearly aware of individual progress, personalities, etc.
- Recognizing the challenges that may make learning difficult for students. The school has an interconnected support system between EST staff, school administration, teachers, and support staff, designed to support students' learning growth and differences, social-emotional needs, and life readiness.
- Knowing that nurture and support are necessary to foster health and well-being and enhance positive emotions, the model of a collaborative relationship between physical care and counseling for their community expands to meet the challenges of the "post"-Covid era.
- Staff makes personal comments and engage in conversation with each individual, based on their unique needs and concerns.
- Students commented repeatedly on the dedication and care afforded by their staff, sharing that "if anything, our teachers overextend themselves to make sure we have everything we need".
- Your utilization of restorative practices will not only help your students now but throughout life.
- We heard students describe themselves as part of a family at One Bright Ray. They "have each other's backs" and motivate each other toward success.
- You know that "one size" doesn't fit all in education and you strive daily to meet students where they are and you make each of them feel safe and loved. In fact, you and your students went out of their way to make us feel like family too.
-

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's Key Concepts 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:

- OBR continue to watch the social emotional needs of the children in their charge and when necessary, enhance the support currently available to support the same level of support and intensity.
- OBR takes student voices to heart and returns club and athletic activities back to its pre-Covid fluency and availability
- OBR include students in planning increased opportunities for "dress-down" days or days when uniforms are not required
- We think OBR can greatly benefit from implementing an alumni association that could bring former students together to maintain a connection with their high school and

perhaps offer their services to mentor and otherwise support students currently enrolled

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

RESOURCES

Standard for Accreditation

Introduction: In order for a school to attain its preferred future, it must have sufficient resources. MSA believes those resources include finances, facilities, transportation, food services, and technology.

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

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment 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
Key Concept R1	
Operational Budget*	X
External Audit or Financial Assurances (if the school does not have a recent Audit) *	X
Proof of Insurance Coverage*	X
Policies/Procedures related to finances, financial aid, and refunds*	X
Multi-Year Financial plan (last year, current year, next year) *	X
Tuition/Fee Schedule (if applicable) *	NA
School Funding Chart	X
Communications/Resources provided to families outlining their financial obligations	NA
Key Concept R2	
Health & Safety Inspection Reports*	X
Policies/Procedures related to facilities and maintenance*	X

Maintenance and Facilities Plan(s)*	X
Campus Description	X
Adequacy of Facilities Chart	X
Floor Plan of Facilities	X
Certificate of Occupancy (if available)	X
Key Concept R3	
Technology plan, including but not limited to inventory and replacement schedule*	X
Policies & Practices regarding technology including but not limited to data protection (GDPR [General Data Protection Regulation] compliance where necessary) and acceptable use*	X
Technology Inventory	
Professional Development Plan (related to technology)	X
Key Concept R4	
Inspection and/or Safety Reports*	X
Contracts or Agreements with any outside service provider	X
Policies and/or Procedures related to Transportation and Food Services	X
School Menus and/or Nutritional Information	X
Staff Certifications	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

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 each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Key Concept R1:

Sufficient and stable financial resources are dedicated to attain the expected learning outcomes identified in the Foundation Documents.

- There are no contingent liabilities or ongoing litigations that potentially could affect the organization's ability to continue operation.
- One Bright Ray plans for no major capital expenditures within the next three years.
- Income and expenditures are in balance.
- The last external audit was conducted two months ago on 30 June 2022
- There have been no findings on the past two audits.
- The school has always responded quickly to any findings and recommendations reported in past audits.
- No significant deficiencies or material weaknesses in internal control relating to the audit of the financial statements have been reported.
- No instances of noncompliance material to the financial statements of One Bright Ray, Inc., which would be required to be reported in accordance with Government Auditing Standards were disclosed during the audit.
- The school follows all state guidelines in regard to purchasing and budgeting.
- The school's business practices follow accepted budgeting and accounting principles.
- The school's accounting records are maintained in accordance with the GAAP manual.
- The school carries business interruption, casualty, property, automobile, liability insurance.
- The school does not charge tuition or fees.
- Financial resources are sufficient to provide the educational opportunities defined in the school's mission.
- There are written policies and procedures defining and requiring prudent control over the school's finances and financial operations
- Oversight and conduct of financial and business operations is entrusted only to those who possess the appropriate qualifications.
- Appropriate members of the staff are properly bonded.
- Both staff and administration have input in determining budgetary financial priorities.
- The school's financial officer was actively involved in the development of the school's site plan.
- The Chief Financial Officer, Chief Executive Officer, and the Business Manager were involved in the evaluation of the finance standard.
- Salaries are competitive with others in the area.
- The financial officer saw her role as important in improving student performance by efficiently providing students and staff with the tools and the financial security needed for success
- The major sources of operational funds for the district/institution by percentage are Local Revenue from the School District of Philadelphia 98%, Rentals 1%, and miscellaneous 1%
- The budget is \$14,969,758.00
- The total Budgetary Comparative Per Pupil Cost in the most recent budget is \$14,000.00
- The Per Pupil cost figure for classroom expenses only \$11,133.00
- The school is projected to have long-term financial stability.
- Charter Choices, Inc. is able to provide guidance with the budget and with any financial questions that may arise.
- The school receives no major grants

- There are no major parent fundraisers.
- Salary withholdings are promptly remitted to the proper agencies.
- Protocols are in place to ensure that bids are accepted for large ticket items.
- There is a list of approved vendors who supply items at a cost approved by the district.
- The School District of Philadelphia shows its faith in OBR's work in that it continually renews its contract with this not-for-profit organization.
- The school provides each student with one free uniform, additional uniforms are purchased by the students.
- The evening program is growing

Key Concept R2:

The facilities are satisfactory or acceptable in quality and quantity to achieve the school's mission. The facilities are safe, clean, and well-maintained.

- All required Health and Safety Inspections have been conducted and records of the reports are on file.
- Written policies and procedures related to facilities/maintenance are on file.
- A long-range maintenance/facilities plan was found in the evidence folder
- A copy of the Certificate of Occupancy for each building was in the evidence folder
- The facilities director says he has an active role in improving student performance by fostering "a conducive learning atmosphere. When students feel comfortable and secure in their surroundings, they can focus better on their studies and academic performance. It enhances concentration, reduces distractions, and promotes positive mental health, ultimately leading to improved learning outcomes"
- The director was active in the development of the school's plan
- Interested and informed staff members were involved in the evaluation of the facilities standard.
- The funding structure from the School District of Philadelphia causes the system to face hard choices. As we were told, "We sometimes have to prioritize funding for instructional materials, teacher salaries, or other academic programs, leaving less funding available for facility improvements.
- Two of the four campuses are leased through the School District of Philadelphia and the school has very little control of building needs.
- The school is limited in its ability to plan for, fund, and schedule regular preventative measures, repairs, replacement, and maintenance in its owned facilities but steps are taken to address items in priority order.
- In spite of limited funds, the Operations Team (Facilities Manager, Ops Manager, and the maintenance team does an excellent job ensuring the campuses are safe and clean.
- The facility is sufficient and appropriate for all aspects of the school's educational programs, activities, and services including: Instructional areas/classrooms, Administrative offices, Conference rooms, Health Services, Student Activities, Student Services, Safe and secure storage of school property, student belongings, equipment, official records, and materials (e.g., cleaning supplies and chemicals).
- Facilities, equipment, and materials are regularly and systematically assessed as to their condition as well as their ability to meet school needs.

- The learning environment is appropriate and effective and it supports the school's goals
- OBR is able to make provisions for the capacities of its facilities and equipment before adopting new programs.
- The school is able to monitor and provide appropriate air quality throughout the facilities
- There adequate lighting throughout the four campuses
- Lighting on exterior grounds and parking lots is deemed to be adequate at three of the four campuses with only the SDoP owned Mansion campus being in need of upgrades.
- Elkay filtered water fountains provide safe drinking water for students, staff, and visitors
- They are able to provide appropriate and safe temperatures in each of the four facilities
- Fairhill, Mansion and the Simpson campus have natural gas heat through PGW. The Fairhill Campus has an oil furnace.
- The hired HVAC company techs have Seal licenses but school employees do not.
- Every room has air-conditioning.
- The system has an onsite NTA/Maintenance staff as well as a contracted night cleaning company.
- An adequate schedule defines the proper rotation for daily cleaning and maintenance of the facility
- All maintenance requests are made via email for non-emergencies. Direct calls are made to the Facilities Manager for emergency situations.
- Electrical, plumbing, HVAC, cleaning, general repairs, are conducted by qualified contractors and/or the Facilities Manager
- Every area of the facilities is handicapped accessible
- Each facility is located in an urban area
- Hallways in three facilities are not as wide, spacious, and adequate for good movement of students as OBR would like but they are adequate to meet school needs
- There are no student lockers.
- Hallways, lavatories, and other commons areas were seen to be clean and well maintained
- While not all new, classroom furnishings were viewed to be adequate for instructional needs.
- Except for the Fairhill campus which has some small classrooms, most instructional spaces were seen to be spacious and comfortable
- Two buildings have a combination of carpet and industrial type tile while two others have only tile floors.
- Ingress/egress doors are clearly marked
- In school-owned buildings the exterior doors are "crash bar and keyed"
- Three campuses have security cameras which cover both inside and outside. One campus, a rental, has indoor only coverage
- There is adequate parking for staff and students during the school day.
- There are no sports fields or related facilities are on and of the properties
- School offices are well situated and accessible in the school building
- All major repairs are done by properly licensed independent companies

Key Concept R3:

Technology resources (as defined as hardware, software, platforms, policies, and procedures for the use by students and staff) support attainment of expected student outcomes.

- Data is maintained in a cloud-based environment for redundancy and security measures
- The OBR system is in compliance with student privacy laws including the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).
- The Technology Emergency Plan is maintained as a partnership with K12 Technology Group (K12) and OBR - each principal has a hardcopy version of the emergency plan in their office
- OBR maintains a 5-step data protection policy, in conjunction with K12
- Guest Wi-Fi access last for 72 hours. Student WIFI access is contiguous throughout all campuses
- Staff technology training is included in summer Professional Development (PD) sessions and then conducted quarterly during the school year. Training is provided by a combination of outside vendors and Technology Specialist
- Students are trained on Google Classroom during the onboarding process and specific application training is provided as needed, either by the teacher, other staff, or the Tech Specialist. Gmail is the student email system.
- Technology resources are available, appropriate and adequate in scope, quantity, and quality to attain expected student outcomes. Laptop carts are available for use by teachers and staff, as needed
- The OBR system maintains a 1:1 Chromebook environment for students; teachers have a 1:1 laptop environment
- The OBR system has an equipment refresh schedule of every 3 years for staff and student hardware, although student refresh is based on Philadelphia Public Schools (SDoP) sourcing. Lost student equipment does not result in student penalties, and students are given replacement equipment in approximately 2-3 weeks; until then loaners are provided
- CPA guidelines are continually evaluated and upgraded as needed. The K12 system blocks undesired traffic with strict parameters. As Google Spike reports are reviewed, adjustments are made on an ongoing basis.
- Staff privileges are generally not an issue; for blocked sites needed for teaching/learning purposes, alternatives are suggested. maintained 72-hour guest access/students across campuses
- A technology inventory is maintained, including hardware and software
- OBR uses Google Suite as its secondary operating system; Google Classroom serves as the system LMS with PowerSchool as the student information database.
- Staff is encouraged to participate in alternative ways of learning technology updates; incentives are in place for staff to learn and adopt new technologies and to share knowledge with peers

- Technology resources are reviewed annually for relevancy, renewal requirements, and alignment with the school curricula and instructional programs
- Teachers are polled routinely to determine if additional application or software is needed to address curriculum and classroom needs
- Each classroom has a Smart Board; training provided as part of the PD process
- OBR implements a systemwide Digital policy requiring students to “turn in” cellphones during the school day; this policy is explained during registration. While observing students entering all the sites, there was no pushback re. the policy.
- In the event of ransomware or virus, it is the joint responsibility of OBR and K12 (private organization) to resolve the issue
- No specific AI policy exists and is under consideration. ChatGPT is blocked but students but alternative applications exist, so further discussion is ongoing

Key Concept R4:

Transportation and food services are sufficient in quality and quantity to achieve the school’s mission. Transportation Services are safe, clean, and well-maintained. Food Services are well-maintained and based on nutritional standards.

Nutritional Services

- OBR recognizes the importance of nutrition equity. Every student in the system receives free breakfast and lunch each day, including Monday through Thursday in the summer months via the Summer Food Program whether registered or not.
- OBR students highly recommended the breakfast with one stating, “it’s so good, I love it.”
- OBR follows federal, state, and city guidelines to steer their policies and procedures are in place to ensure that all students receive recommended nutrition.
- OBR Food Facility Inspection Reports and safety reports are on file in the main office with any required certificates posted in proper locations within the building.
- The OBR Food Services supervisor oversees meal operations on all four campuses.
- OBR maintains food service records of any staff certifications in food service in the System’s office.
- Besides the few glib comments made by some students about the lunch, every child states they are fed well and never goes home hungry.
- OBR Food service personnel meet state and federal health and training requirements and are authorized and qualified to work with students with background checks.
- The OBR kitchens and dining areas are inspected regularly and meet state and county health and safety requirements.
- The OBR food preparation and dining areas seen appeared to be functional and hygienic.
- Information about nutritional values is posted in all OBR cafeterias.

Transportation

- OBR student transportation services are provided by the Philadelphia School District. Free Southeastern Pennsylvania Transportation Authority (SEPTA) Key cards are provided to all students living 2 or miles from their school campus.
- As a system of 4 campuses, OBR owns and operates 2 vans which they use for multi purposes from student transport to events to MSA team transport and everything in between. These vans are clean and well maintained.
- Transportation services follow procedures and maintain equipment to remain in compliance with state safety requirements.
- Written policies exist and are enforced to ensure the safety of students when being transported to and from school events
- The OBR system follows all federal, state, and city protocols required for van use and ownership. Any staff certifications, background checks, and/or licenses which are required to transport students and adults are current and kept in the OBR system office.

Commendations

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- The financial officers are extremely devoted to dedicating resources to further the school's mission and improve student performance.
- Considering their age, each one of your schools is extremely clean and tidy - where clean and tidy is necessary - and yet vibrant and alive where student and staff handiwork is on display.
- The Chief Operating Officer are extremely devoted to providing facilities that further the school's mission and improve student performance
- The Technology Specialist is committed to providing a technology-based environment that is safe while providing the tools needed to meet the mission and the academic expectations of the OBR system
- The OBR Food Service Department works hard each day to provide students with enjoyable nutritious meals. They work happily through the challenges of federal guidelines and student desire to have the foods that they "want."

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's Key Concepts 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:

- Make pursuit of the formation of a Financial Committee made up of various stakeholders from faculty, staff and Board members for more transparency a priority.
- We ask you to give constant consideration to any perks that would foster staff retention. Any absent or lost staff member has a major negative impact on any students and especially those already struggling.
- Ensure that the system-wide Technology Plan is readily available in all sites
- Form a Working Group to focus on guidelines/processes surrounding the use of AI, so students are aware of the acceptable/unacceptable uses of this growing technology.
- Form a Working Group to assess the value of incorporating either individual or joint Media Center as a centralized source of hard-copy materials to support curricula and overall mission

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard’s Key Concepts 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 Key Concept or Indicator	Recommended Action
X	NONE	

TEACHING AND LEARNING

Standard for Accreditation

Introduction: Teaching and learning are the core of every school. MSA believes curriculum and instruction and assessment must be linked to the school's Foundation Documents, be contemporary, reflective of best practices, and supported by appropriate professional development. Student performance must be measured and appropriate student services be provided to ensure all students reach their full potential.

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

Instructions:

1. *After considering all of the evidence seen and heard during the visit, make a determination whether the school meets this Standard for Accreditation. Indicate by checking the appropriate box.*
2. *If the determination is that the school does not meet this Standard, the evidence to support this assessment—requirements of the Standard's Key Concepts and/or the Indicators of Quality that are not met—must be listed in the Recommended Stipulations in Section C, below.*

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment 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

Instructions:

1. *Indicate by checking all appropriate boxes the types of evidence used by the Team in its evaluation of the school's adherence to this Standard.*
2. *Add additional lines as needed to include any types of evidence used but not included on the list.*
3. *If required evidence is not present (indicated by *), the Team must provide the school with a monitoring issue or stipulation.*

Evidence	Visiting Team
Data from Observations and Interviews	X

Key Concept T1	
Written curriculum guides for each component of the educational program*	X
Scope and sequence charts*	X
Program of studies or other overview of the components of the educational program	X
Master schedule	X
Policies related to educational program	X
Exemplars of student work	X
Record of professional development activities related to curriculum	X
Key Concept T2	
Sample Lesson Plans*	X
Key Concept T3	
Assessment Policies and Procedures*	X
Examples of Student Performance (Internal and/or External) *	X
Example of student transcript*	X
Example of student report card*	X
Examples of assessments	X
Key Concept T4	
Student Services Policies and Procedures*	X
Sample IEPs or equivalent*	X
Admissions criteria *	X
Description of guidance and counseling services available*	X
Examples of Recruiting and Marketing Materials*	X
Policies related to student services*	X
Results of follow-up studies of graduates	Not available
Key Concept T5	
Professional Development Plan*	X

* Indicates Required Evidence that the school must provide as part of the self-study process.

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 each Key Concept and its Indicators of Quality, and 2) any areas in which the school exceeds the requirements of this Standard, the Key Concepts, and the Indicators of Quality.

Instruction: In the space provided below, describe in bulleted form general observations regarding the evidence seen and heard that describes the school's adherence to each Key Concept and its Indicators of Quality. Please specify any observations that are specific to individual component schools.

Key Concept T1:

The educational program is based on appropriate content and written curriculum aligned with generally accepted learning standards.

- Curricular, content, and planning are based on State Learning Standards.
- Teacher lessons plans are collected weekly throughout each of the three modules.
- According to staff, the curriculum aligns with the organization's mission statement.
- Teacher autonomy is encouraged in the development of lessons to best meet the students' needs.
- Modules that result in a Pennsylvania Keystone Exam maintain additional seat time to support learning.
- Team members believe their curriculum meets the needs of the students, and that they are empowered to adjust classroom procedures and plans according to "the students sitting in front of them," according to a teacher.
- The modules are aligned with teaching strategies, learning activities, support for diverse learners, additional resources, reflection pieces, and assessments.
- An overview of the curriculum exists on the website: <https://www.onebrihtraycommunity.org/wp-content/uploads/2022/09/1-OBRCHS-Model-Defining-Elements-of-OBR.pdf>
- The organization's programming meets the specific needs of their students through ongoing and varied assessments, PBL, and restorative practices. Students' prior educational experiences, life experiences, age, trauma, and abilities are considered.
- The educational programming includes core Keystone Requirements: Biology, Algebra, and English. In addition, courses encompassing art, Spanish, and History provide students with credits to graduate from high school.
- Learning content along with Life/Career (21st Century Skills) are promoted into each interdisciplinary module. Students work through content to enhance their communication, collaboration, problem solving, creativity, and self/social awareness skills.

- Professional learning experiences are focused on academic, social, emotional, and other needs of the students. PD on questioning, writing, research, trauma-informed education was provided.
- A regular review of curriculum occurs and teacher input and feedback are welcomed. Updates to mini-projects included teachers' ideas to best support students and provide choice and voice to increase student agency.
- Technology supports teaching and learning. Students have individualized laptops and teachers organize learning with Google Classroom.
- Technology compliments the instruction on supporting 21st Century skills.
- Recent updates to the arts and history curriculum have taken place.
- Pearson Perspectives and Envision provide purchased, research-based instructional materials for ELA and Math. The remainder of the written curriculum is teacher-created. Teachers have autonomy in creating course curriculum, provided it adheres to standards outlined in the curriculum guide. These curriculums are teacher-planned, reviewed, approved, and supported by the campus-based administration.
- Teachers are encouraged to make suggestions for curriculum improvements at any point in the year.
- Curriculum is written by Deans of Academics with teacher input.
- Curriculum guides incorporate approved projects and formal assessments (modeled after Keystone Testing), which comprises multiple-choice and written responses.
- The curriculum is vertically aligned with 21st Century Skills as a foundation that develops with each module, culminating with a capstone senior seminar.
- Standards are detailed in the curriculum guides.
- The organization defines expected outcomes for student learning and performance in terms of knowledge, goals, essential questions, mini-projects, engaging instruction, and feedback and revision.
- PBL fosters a student-centered and inquiry-based approach, enabling students to actively engage with content. Authentic, relevant problems, directly related to Standards, are presented and solved by students.
- Teachers scaffold and differentiate learning as needed. Teachers use a gradual release model that supports the learner through the process.
- Continuous feedback is provided to students through the PBL format. Teachers and students reflect on learning to make improvements.
- Many examples of students' work were provided and displayed in the classrooms.
- The teaching staff reported the curriculum was well planned and received effective feedback from administration on its delivery.
- Outside organizations are brought in to present to students. Such "table visits" occur during lunch and include topics like motivational speakers, mental health, and bullying.

Key Concept T2:

A variety of instructional methods are used to deliver the curriculum and learning settings are developmentally appropriate for students.

- Instructional methods employed assisted all learners in the classrooms. Through use of traditional teaching and the mini-projects, teachers are able to differentiate for the diverse academic levels of students in the classroom.

- Group work is used to encourage collaboration and communication and support 21st Century learning.
- A teacher reported, "This is a great place for students to learn." A student added, "We all feel safe here, you don't need to look over your shoulder."
- A teacher stated, "It comes down to knowing your students. Making relationships is the most powerful tool we have."
- Pacing is adjusted based on student learning. Through the efforts of administration, teachers, and support staff, the scope of instruction is differentiated as needed.
- Instructional methods were used to foster engagement with students.
- Pearson Perspectives and Envision provide research-based instructional materials for ELA and Math.
- Teachers use a gradual release of responsibility to instruct students, scaffold learning, and encourage independence.
- Student-centered instruction is the focus of the delivery.
- Cognitive engagement strategies are employed to encourage 21st Century skills like critical thinking, engagement, and problem-solving.
- A student included, "Teachers welcomed me here. Mr. D took me under his wing and gave me the confidence to do better."
- Depending on the nature of the learning tasks, teachers have autonomy to decide if collaborative or independent work is conducted.
- Instruction is tailored to meet the needs of the unique student population. The school is seen as "the last chance" for students.
- Small class size supports optimal learning environments.
- The spaces available support learning.
- The school strives to provide students with a diverse range of resources that are culturally sensitive, free from bias, and inclusive.
- Policies for instructional resources include selecting, evaluating, and reviewing materials with an emphasis on collaboration, alignment to Standards, equity, and the commitment to ongoing improvement.
- Instructional methods are reviewed through lesson plan review, classroom formal and informal observations, and common planning.
- Lesson plans were clearly written.
- Instruction is supported with common planning time and in-service days between modules.
- A student stated, "This school helped me change my ways; I grew as a person."
- Instruction was seen in a variety of learning settings such as independent, small group, and whole class.
- Videos were presented in class to gain insight and perspective of others' opinions and points of view.

Key Concept T3:

Assessment of student performance is used to measure individual and aggregate student progress and the effectiveness of the entire educational program.

- Assessment and grading policies are outlined in the procedures. The organization implements and adheres to written policies and procedures regarding assessing the levels of student learning and performance.

- Samples of assessments were provided.
- STAR data is used to guide improvement for math and reading.
- A Dean stated, “It’s all about getting that child to the finish line.”
- In addition to assessments two mini-projects per module encouraged students to demonstrate learning in a varied format.
- Multiple assessment tools help teachers drive instruction and demonstrate student learning.
- Data is analyzed at the individual and class levels to gauge overall effectiveness of educational programming.
- Mid-modular reflections are used to gather insights into students’ beliefs about their learning.
- Monday seminars are used to hold students accountable in the learning process and set a path for additional support when needed.
- Individualized senior projects are developed for students during their senior seminar. Teachers are encouraging students to focus on academic development and it has turned from “when am I getting out of here to what I am getting out of it.”
- Keystone pathways provide guidance for graduation. College visits and internships support real-life learning.
- School administration, support staff, and teachers personally know students and consider the students and staff “family.” The word “family” was stated by many teachers, deans, staff, and administrators.
- Student performance assessed consistently through standardized and alternative methods using quantifiable and observable evidence.
- Data from the assessment program is used to determine the effectiveness of the curriculum and instruction.
- Assessment is aligned with students’ learning styles. Through a combination of differentiated instruction, alternative assessments, support services, professional development, curriculum reviews, and commitment to equity, the organization strives to meet diverse learning needs.
- Feedback from students and teachers, along with quantitative and qualitative data drive instruction.
- Assessment data is tracked and reviewed at MTSS meetings.
- The organization uses data that is inclusive of diverse groups in school.
- Grades are updated weekly on the student management system.
- Access to parent/student portal is available for all to remain up to date with grades.
- Student performance data, with a focus on equity, diversity, and inclusion is an important factor in driving decision making.
- A variety of student work examples were provided.
- Student transcripts, with personal information redacted, displayed the variety of coursework.
- Student report cards, with personal information redacted, provided grades and one-word comments “Excellent” from three of the five teachers.

Key Concept T4:

Support services are provided to assist every student in achieving academic success.

- A teacher reported based on their students' circumstances coupled with the impact of COVID, "Students are re-learning how to be students and come from broken systems." Support services are provided to students in academic, behavioral, and social/emotional ways.
- Student services procedures were outlined in the policies.
- The use of the monthly MTSS meetings support students' academic concerns.
- The use of the EST meetings supports students' social/emotional concerns.
- The use of restorative practices supports students' behavioral well-being.
- There is equity among students regarding access to services, programs, and activities.
- Teachers have available both formal and informal referral processes regarding students observed to exhibit behaviors which present as barriers to learning.
- Within the confines of confidentiality, student service data is readily available for use by faculty.
- Students are supported with the constant communication transpiring between administration, the EST members, and classroom teachers. Deans are constantly, "checking the temperature of the kids" throughout the day.
- One Dean stated, "It's all about the conversations and getting to know and understand the students" in order to best support them.
- Part of the assessment is not just academics, but to "engage and build bonds with students - which is part of the challenge and part of the reward," according to one teacher.
- Support services were added to help students avoid failure and earn credits through their academic enrichment program.
- Home services are provided to bridge the home - school connection.
- Teachers focus on removing barriers that formerly impeded students' learning.
- The EST and school mental health staff work collaboratively with all stakeholders.
- Classroom walkthroughs support informal observations.
- Students are provided with support in the college and career transitioning process including completing the FAFSA.
- Students benefit from adaptive learning platforms like Achieve3000 to monitor progress.
- Instructional materials are accessible to all students, regardless of background, abilities, or learning styles to ensure equity.
- Instruction is differentiated and policies/procedures address this.
- Push-in and pull-out services are available to students with an IEP or those receiving English Language Learner (ELL) services.
- A sample IEP was provided.
- Examples of school marketing material were provided via social media, brochures, flyers, and postcards.
- Students undergo screenings and assessments to identify those in need of additional support for individualized instruction in terms of support from a special education teacher, gifted teacher, or English Language Development teacher.
- ELL students receive modified curriculum and extra support.
- Students appreciated that their teachers understood and could personally relate to their struggle. It made them "more genuine."
- The Multidisciplinary Evaluation Team (MDT) conducts students with varied learning needs to provide appropriate accommodations and modifications.
- Materials and resources are customized and modified to best meet the needs of the students.

- Social-emotional support services are the foundation for the organization. Students have a variety of counseling services academic (College and Career Counselor) and emotional or behavioral (Social Worker, School Counselor, and Youth Mentors support learners.
- Crisis intervention is available to deal with trauma-based situations.
- According to a student, “Teachers set you on a path to graduate, which I appreciate.”

Key Concept T5:

Professional development ensures effective design and implementation of the educational program.

- PD provided instructional methods used to deliver curriculum and learning for students. Teachers and Deans reported they “take advantage of teachers’ skill sets” to learn from one another.
- A copy of the Leaders Instructional Focus Walkthrough topics was presented as part of the Professional Development Plan.
- Teachers commented that they feel “comfortable asking other teachers for help with curriculum and students in general.” Teachers provide emotional and professional support for one another.
- Teachers felt supported through classroom formal and informal observations due to the “good feedback” from their deans.
- PD included feedback from teacher evaluation by administration that was individualized based on each teacher.
- Veteran teachers provide informal support to new teachers to support the entire organization.
- Part of the PD involves two meetings regarding organizational PD as well as building level PD that is linked.
- New ideas or software are recommended by teachers; and teachers felt heard.
- Principals and Deans are provided with a bi-weekly focus for classroom walkthroughs as a focus on development such as levels of questioning.

Commendations

Instruction: In the space provided below, describe in bulleted form ways in which the school should be commended for meeting or exceeding the expectations of this standard. Delete this section if there are no commendations for this standard. Please specify any observations that are specific to individual component schools.

The Visiting Team commends the school for meeting or exceeding the expectations in the following ways:

- Students are being prepared with content knowledge and integration of 21st Century Skills (communication, collaboration, critical thinking, creativity, leadership, self/social awareness) to support transition into college and career readiness.
- Units and lessons are designed with a PBL approach encouraging engagement and participation through authentic learning experiences.

- The use of the mini-projects, along with other traditional assessments, allows students to demonstrate knowledge in different ways. Choice and voice is encouraged for teachers in content delivery and students in content presentation.
- The academic, behavioral, emotional, and social support available is commendable. All faculty and staff are working to support their learners.
- Students are empowered to take control over their behaviors with the walk out policy.
- We see your role as being trusted guides. Through supportive relationships and an emphasis on shared learning experiences, students are active participants in the creation and discovery of their own unique selves.
- We were pleased to note that you are welcoming, understanding and caring people. Maya Angelou said "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Your students will carry that feeling with them throughout their lives.
- Your concentration on project-based learning makes learning relevant

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's Key Concepts 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 comprehensive Professional Development Plan could help support teacher development and guide continued learning regarding procedures and expectations.
- A graduate survey could prove useful in planning ahead. It could also encourage alumni to come and do "table talks" with students about their successes.
-

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard's Key Concepts 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.

In the table below, list the specific requirement(s) of the Key Concept(s) and/or Indicator(s) of Quality school meets only partially.

- *If a requirement of the Key Concept or an Indicator is met only partially, include the number of the Key Concept or Indicator in the No. column and copy and paste the Requirement of the Key Concept or Indicator word for word in the "Requirement" column in the table below.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Key Concept and/or Indicator(s) of Quality.*

- *If there are no recommended Monitoring Issues, place an X next to the word "NONE".*

No.	Requirement of the Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

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

In the table below, list the specific Requirement(s) of the Key Concept(s) and/or Indicator(s) of Quality the school does not meet.

- *If a Key Concept or Indicator is not met, include the number of the Key Concept or Indicator in the No. column and copy and paste the Requirement of the Key Concept or Indicator of Quality word for word in the "Requirement" column in the table below.*
- *If the Team's recommendation is that this Standard is not met, there must be a sufficient number of Requirements of the Key Concepts and its Indicators of Quality to support this assessment.*
- *State the action that is recommended that will result in the school's meeting fully the requirement(s) of the Key Concept(s) and/or Indicator(s) of Quality. If there are no recommended stipulations, place an X next to the word "NONE."*

No.	Requirement of the Key Concept or Indicator	Recommended Action
X	NONE	

SPECIAL PURPOSE INDICATORS

Introduction: The indicators below are for specific areas not fully addressed in the 5 Standards for Accreditation and may only apply to certain programs or types of schools.

Special Purpose Category	Yes	No
Online Learning		X
Early Childhood Education		X
Faith-Based Schools		X
Located in Pennsylvania	X	
Residential Programs		X

Pennsylvania Schools

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

X	It is the Visiting Team's assessment that the school MEETS the Indicators of Quality for this Special Purpose Area
	It is the Visiting Team's assessment that the school DOES NOT MEET the Indicators of Quality for this Special Purpose Area. 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

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 the Indicators of Quality, and 2) any areas in which the school exceeds the requirements of the Indicators of Quality.

- The school has and implements written policies and procedures that in accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo required background checks prior to being hired or contracted:
- All subject employees hired as of January 1, 1986 have undergone the Pennsylvania State Police Criminal Records Check
- Said subject employees have child abuse history clearance from the PA Department of Public Welfare
- Said subject employees have clearance through a search of Federal Criminal History Record Information (CHRI) in the manner required by the Department of Education.
- The school has and implements written policies and procedures that in accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to:
 - provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or
 - if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.
- The school has and implements written policies and procedures that require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which they s/he will have contact with children.
- The school has and implements written policies and procedures that require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.

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 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 the 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 Key Concept or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of the 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 Key Concept or Indicator	Recommended Action
X	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based upon the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance and Organizational Capacity.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

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.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there areas of our organization's capacity that must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission 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.

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.

Technical Review

Prior to the Team Visit, the school's objectives were reviewed by their MSA Accreditation Liaison as to whether or not the objectives met the technical requirements of the self-study.

The Team was provided with a copy of the school's approved Technical Review.	X	YES		NO
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Objective #1:

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

A. Objective

<p>Student Engagement</p> <p>By 2030 Students at One Bright Ray Community High Schools will demonstrate increased engagement in school as measured by:</p> <ul style="list-style-type: none"> • At least a 10 % increase over the 2022-2023 baseline data for attendance • A 5.5 % increase in the number of students attending more than 50% of each module compared to the 2022-2023 baseline data • A 6% increase in the number of students earning credit in 50% or more classes in each module • The establishment of at least 4 after-school clubs per campus. <p>This goal will be reviewed at the end of each module, approximately every 13 weeks.</p>

	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?

•

B. Action Plan

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
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	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?

--

Objective #2:

X	This is a student performance objective
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	This is an organizational capacity objective
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A. Objective

Career Readiness and Exploration:
 By 2030 Students at One Bright Ray Community High Schools will demonstrate improved career readiness skills as measured by:

- A 15% increase in participation in college visits compared to the 2022-2023 baseline data.
- 10% increase in the number of students participating in internships/ externships compared to the 2022-2023 baseline data.
- A 10% increase in students obtaining an OSHA certification compared to the 2022-2023 baseline data.
- A 10% increase in students who are CPR-certified as compared to the 2022- 2023 baseline data.

This goal will be reviewed at the end of each module, approximately every 13 weeks.

	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	
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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?

- Baseline data was not included in this objective. Staff indicated that the data has not been tracked in previous school years. The college visit, OSHA, and CPR programs have been active for a few years; however, the data has not been recorded. Since the percentage increase is not based on baseline data, the system should consider revising the increase after data has been collected for the 2022-23 academic year.
- The internship/externship program is new for the 2022-23 school year; therefore, no baseline data exists. Recommend that the school examine the percentage increase once baseline data is collected - The 10% increase may need to be adjusted depending upon the baseline data.
- The CPR goal requires evidence and rationale in the self-study as to why this was chosen as a priority.

B. Action Plan

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
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school’s resources such as time, energy, personnel, etc.?	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?

-

Objective #3:

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

A. Objective

Professional Development

By 2030 One Bright Ray Community High School will have a fully developed professional development/ coaching plan for all staff that is aligned to best practices as measured by:

- Maintaining retention of the 2022-2023 baseline data
- Creation of a system for tracking teacher growth.
- A 10% increase in professional development opportunities as compared to the 2022-2023 baseline data.
- An established yearly professional development calendar.

This goal will be reviewed at the end of each module, approximately every 13 weeks.

	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 “Maintaining retention of the 2022-2023 baseline data” goal needs further clarity and explanation. It is unclear what is being retained.

B. Action Plan

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
Outline the action steps to be taken in year one of the accreditation term?	X	
Demonstrate discipline and reasonableness by taking into account the school's resources such as time, energy, personnel, etc.?	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?

•

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

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	
• One or more assessments for each objective	X	
• Baseline data for at least one assessment for each objective	X	
• Technical approval of the objectives	X	
Action plans for each objective that meet the requirements of the protocol	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 for the Plan for Growth and Improvement (objectives and action plans), and 2) any areas in which the school exceeds the requirements of the protocol.

- The objectives and action plans support the mission of OBR to positively support the educational needs of over-age students in a caring environment. Student and faculty interviews clearly revealed a commitment to an environment that is trusting, caring, and mutually respectful.
- The Covid-19 pandemic severely impacted student programs and student attendance among an already At-Risk student population. When school did reopen in person many students had difficulty re-acclimating to a school environment. The system objectives are in an effort to return to the school campuses to pre-pandemic levels in order to focus on student achievement success.
- The technical review by MSA did not occur until the day of the visit by the chair. This created some difficulties for the internal coordinator and impacted updates to the objectives and action plans.
- The two internal coordinators, Emily Trunfio and Monica Hawk, are commended for their work in leading the process. The Planning Team was constantly engaged in the self-study and planning objectives.
- The team commends the Internal Coordinators and Planning Team for the inclusive approach of teachers and administrators to develop objectives and action plans.
- The objectives were developed as a result of survey data, formal and informal meetings between teachers and administrators, and discussions with students.
- The system identified the need to formulate student attendance goals as a precursor to addressing student achievement. One planning team member shared that, “Scores are directly related to attendance. So, we saw the need to focus on that first.” Prior to the Covid-19 pandemic attendance was approximately 60%, therefore, the system believes they can reach their goal.
- The college and career counselors indicated they had minimal input into the career readiness objective.
- Students were not included on the planning team to develop the objectives. This is due to the need to have students actively engaged in the classroom curriculum when they are present at school. Students were surveyed to obtain their input.
- Student interviews confirmed the need for additional activities and engagement opportunities.
- A strategic plan is not in place and is difficult to create and maintain as a result of the ongoing changes at the School District of Philadelphia, which changes plans without consultation or warning to OBR.
- We concur with your desire to improve student assessment outcomes so we also concur with your desire to increase attendance. In spite of using the best teaching techniques, students can’t learn if they aren’t in school.

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 for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The system consider including representation from community members, current students, former students, and retired staff in their continued planning and evaluation of objectives
- The system considers more detailed action plans. For example, include the names of the individuals responsible for action in addition to their titles, similar to the table in the system “Plan for Growth and Improvement” self-study. Also, outlining detailed resources for each action is recommended. These steps may improve accountability of the implementation team and appropriate budgeting of resources for each action step. Furthermore, consider an update to the last column of the action plans labeled “Status”. The team recommends the system indicate who will collect the data and give a date by which it should be reported to the planning team. This would apply to one-and-done projects especially those that need to be tracked on a time-bound basis (e.g. end of school year, module, etc.). Detailed status records also allow for seamless transition as the implementation team members and internal coordinators change roles or leave the system.
- The system considers redefining the “Timeline for Completion” in the action plans for the 3 objectives. The timeline dates listed will be completed in the next 2-3 years. The action plans may need to be updated to sustain and monitor the objectives over the next 7 years. For example, the system may want to implement additional objectives related to achievement based on meeting the attendance objective.
- The system considers providing formal support for personnel to increase staff retention. Students indicated that they return to the school each day because of the relationship with the teachers, which directly correlates to student attendance and achievement.
- The system considers targeted action plans for each school to account for variations at each campus. Teacher interviews indicated that a majority of the professional development occurs at the local campus, therefore, the needs may differ at each building based on individual teacher/staff needs. Local targeted action plans may allow for additional accountability of objectives by individual school leadership.
- The system considers outlining a more specific method to determine the effectiveness of teacher/staff professional development.
- The system considers more opportunities for communication and collaboration between academic and non-academic departments (such as the College and Career staff) to understand and participate in objective priorities.
- The system and schools plan to celebrate the success of meeting goals and action plan steps. OBR’s mission is unique and there are many challenges in achieving the goals. However, the staff appear to be genuinely committed to the success of improving the lives of students. The team commends the work of OBR and encourages perseverance.

Recommended Monitoring Issues

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

Recommended Stipulations

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States 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 five 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 *Excellence by Design* 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 a 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 *Excellence by Design* 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

The report given by the Chair at the conclusion of the team's visit.

Good afternoon, ladies and gentlemen. I am Charles Brozina, chair of the Middle States Validation Team sent to One Bright Ray Community High School. I am pleased to see so many staff and administrators present to hear the preliminary observations and thoughts of the Middle States Validation Team to your school. Although we were only here for a few days, I and the other members of the team feel that we have had a full and rich experience of your school. We appreciate the gracious reception we have received and the openness with which you have shared some of your deepest concerns and greatest desires.

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 three weeks.

I will not be able to entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

I cannot proceed any further without telling you how much I appreciated the help and correction I received from the other members of this team and for the service they rendered to you and to the Middle States Association: Dr. Wanda Alderman, Alexis Dobbins, Dr. Mike Fama, Dr. Robert A. Lockwood, Dr. Jennifer Polychronakos. They are outstanding educators and I am highly honored to have been able to work with them. If you have never taken the opportunity to serve on a Validation team you may not be aware that team members and team chairs are volunteers who have given of their own professional and personal time to provide this service to you. The team members have worked diligently day and night to be as thorough as possible in the short time we had to look at the documentation and to speak with you in order to come to a clear understanding of what this community is.

By choosing the *Achieving Excellence* protocol, you have made several commitments.

- You committed to focusing on the end result—improved student performance-- as the primary priority for your efforts.
- You committed to operating from a vision of where you want and need to go with your mission and beliefs serving as the unifying force for change.
- You committed to including a varied spectrum of stakeholders in the process of defining your vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.
- You have committed to a process where your progress will be continuously reviewed.
- You have agreed to participate in a peer review and external validation process by accepting us into your midst.

Estée Lauder said "I never dreamed about success. I worked for it." We think that is the way things get done here at One Bright Ray. You are workers. Your planners and coordinators

embrace growth and are committed to overcoming any challenges that may lie ahead. A team member referred to “my” school and I believe she was correct. We were given to believe that all of your planners worked with the assumption of ownership. Buy-in is good since it implies “I will do it.” This team believes that ownership is better since it says “I will not let it fail.” We were told that everyone’s voice was heard and that your self-study honestly represents the feelings and opinions of all stakeholders.

This Visiting Team believes that long before our visit internal planning became institutionalized here. For effective planning to take place, there needs to be a group of stakeholders who monitor and evaluate the success of the plans on a continuing basis, a group who oversees the plan and is the keeper of the flame. We urge your team of gatekeepers to stick with the process in the months and years to come and we strongly urge them to continue to involve all stakeholders in developing short- and long-range goals for the school so that there is a sense of ownership by those who will be responsible for implementing the plans. We found that lead Internal Coordinators Monica Hawk and Emily Trunfio performed their duties flawlessly and they demonstrated that they had the skills and gifts necessary to move this large undertaking forward.

In regard to your set of objectives and action plans, Educator and management consultant Peter Drucker is quoted as saying “Plans are only good intentions unless they immediately degenerate into hard work” and he also said “Culture eats strategy for breakfast” meaning, in a nutshell, no matter how great your plans are, they will fail without a culture that encourages people to implement them. You have ambitious plans and they will not be easy to achieve but this team is convinced that in spite of any difficulties that arise you, both staff and administration, have the skills and motivation to see the work through to a successful conclusion. We do urge you to consistently and diligently gather and analyze data on your progress. For many people data only serves to tell what. I am convinced that you will use data not only to tell what but also to tell why. You have developed a good set of objectives and action plans but don’t be afraid to modify them when necessary.

Our first assignment was to ensure that your school meets the Middle States Standards for Accreditation. This resulted in hours of pouring over documents and meeting with representatives of all school stakeholders. Pouring over documents was informative but the time we spent with you in interviews and by popping into your classrooms brought the documents to life. The MSA Standards represent the organizational “building blocks” that need to be in place to produce high levels of student performance – they are research based and are the core of the framework that MSA provides through its protocols. A school is required to maintain consistent adherence to these standards. Stacks of documents indicate that a school understands the standards but meeting all of you in person let us know that you live the standards.

It has been our desire to serve as your critical friends; to look and listen as colleagues. What we have to say is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived. It appears to us that you already know the value of critical friends because we have seen that you already share best practices and are willing to learn from and alongside each other.

Of ages ago team visits concentrated almost solely on the standards but over the years we, as professionals, came to realize that while a snapshot of where a school is, at a given point in

time, is important; charting a course for improvement is even more so. We also found that leadership and initiative can come from anywhere in the building. Therefore, the latest protocols ask to see all stakeholders involved in defining what the school is; its mission, what it values, and what should be the end result, the profile of a graduate.

Your mission statement puts, as it should, students first. Here you plan to develop in them the tools to meet the challenges of the world they live in. In most schools a team might find the mission statement printed on a piece of paper, here we found your mission written in the lives you touch every day. We saw that every day you remove barriers to success. We observed you doing that every day. You quote Epictetus, "Only the educated are free." A former slave, he saw that becoming more educated raised his social status. He believed that the root of all freedom is education and the root cause of inequality, restriction, and suppression is the lack of education.

Commitment to a set of Core Values performs a critical foundational role in a strong strategic plan. They are the formal expression of a school's fundamental beliefs and serve as its ethical code. They describe the school's moral character. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members. Your set of Core Values is simple to understand and is an excellent fit with your Mission Statement. You are a successful organization because every day you address both the academic and the personal needs of your students.

While some schools list a set of facts that graduates are expected to carry around in their heads, your Profile of Graduates focuses on life skills. Winston Churchill once said, "Success is not final, failure is not fatal: It is the courage to continue that counts." Your graduates are expected to persist through challenges and they will do this because you encourage them to think critically and to take ownership and pride in their work.

The *Achieving Excellence* protocol requires schools to have three, four, or five measurable student performance/organizational capacity objectives. Your Planning Team has developed three objectives that meet all Middle States criteria for *AE* objectives.

We appreciate the hours all of you spent in determining what needs to be accomplished if your students are to grow academically and find a vocation suitable to their interests and abilities and we encourage your planners to be dogged in implementing the plans and making any modifications that may, if the data indicates, appear to be necessary. Record the data religiously and examine it the same way.

This report is expected to include three to five areas where the team might suggest, or concur with you, that there is room for improvement. This was difficult since you do so many things well yet we must offer these for your consideration.

We concur with your desire to improve student assessment outcomes so we also concur with your desire to increase attendance. In spite of using the best teaching techniques, students can't learn if they aren't in school.

We think OBR can greatly benefit from implementing an alumni association that could bring former students together to maintain a connection with their high school and perhaps offer their services to mentor and otherwise support students currently enrolled

We encourage you to continue improving your new succession plan for school leadership, allowing for shadowing of key positions as a tool for professional growth

Salaries are what the budget will allow but we ask you to give constant consideration to any perks that would foster staff retention. Any absent or lost staff member has a major negative impact on any students and especially those already struggling.

This report is also expected to mention three to five positives. This was an even more difficult task because there are so very many to choose from.

We limited ourselves to:

Community. The faculty, staff and administration work well together as a team and are super supportive of each other and the students. We heard from all stakeholders that you have a strong sense of community

Family. We heard students describe themselves as part of a family at One Bright Ray. They have each other's backs and motivate each other toward success.

You know that "one size" doesn't fit all in education and you strive daily to meet students where they are and you make each of them feel safe and loved. In fact, you and your students went out of their way to make us feel like family too.

You see your role as being trusted guides. Through supportive relationships and an emphasis on shared learning experiences, students are active participants in the creation and discovery of their own unique selves.

We were pleased to note that you are welcoming, understanding and caring people. Maya Angelou said "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Your students will carry that feeling with them throughout their lives.

You have an amazing Board and their level of commitment to your students and their families is beyond compare.

Considering their age, each one of your schools is extremely clean and tidy - where clean and tidy is necessary - and yet vibrant and alive where student and staff handiwork is on display.

You are quick to celebrate both student and staff success.

Your utilization of restorative practices will not only help your students now but throughout life.

Your concentration on project-based learning makes learning relevant

And yes, for those of you who were counting, I know that was more than five but I could not help myself.

It is the Validation Team's opinion that the school presently meets all of the Commission on Secondary Schools' standards and that the school currently has established the conditions under which its objectives can be achieved.

As a Validation Team we are asked to make an accreditation recommendation to the Commission on Secondary Schools at the conclusion of our visit. Our team has unanimously concluded that:

- The school has clearly defined appropriate objectives.
- The school has established conditions under which they can be achieved.
- The school is working toward achieving the objectives now.
- The school should be able to continue to do so for the foreseeable future.

We will be pleased to recommend continued accreditation for One Bright Ray Community High School.

Your Validation Team is uniquely yours. Wanda, Alexis, Mike, Bobby, Jenn, and I came together for this one time and the three of us may never serve together as a team again. I have been delighted to work with these bright and enthusiastic people who brought insight, laughter, and dedication to this very important task. I also want you to know that your Internal Coordinators and administrators have earned my undying gratitude and, I trust, yours as well for all their efforts to make this event happen. Personally, I don't know how Emily will manage without my three, four, five or more daily emails but I'm sure she will be glad to find out. Monica and Emily made many wise choices throughout this process. Your leaders told us that they were always looking to hire staff members who will prioritize and be representative of the students and all of you should be proud to think that you have been chosen to work here not only because of your exceptional teaching skills but also for your ability to understand and care for the young men and women in your charge.

Your graduate profile states, "Graduates will demonstrate effective leadership skills." So, as we close, I would like to leave you with the following thought from Vince Lombardi: "Leaders aren't born, they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal."

I thank the entire One Bright Ray community for paying the price to provide us with graduates who will be prepared to be Philadelphia's future leaders.

Thank you for this opportunity to serve you. My team and I wish you Godspeed.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Charles G. Brozina	Educational Consultant Millville, New Jersey
Team Member	Dr. Wanda Alderman	Educational Consultant Washington, DC
Team Member	Alexis Dobbins	Dr. Henry A. Wise, Jr. High School Upper Marlboro, MD
Team Member	Dr. Michael Fama	St. Joseph's University New York, New York
Team Member	Dr. Robert Lockwood	Asst. Superintendent Diocese of Camden, New Jersey
Team Member	Dr. Jennifer Polychronakos	Assistant Superintendent Comsewogue (NY) School District

ACHIEVING EXCELLENCE SYSTEM WIDE Component School Report

**One Bright Ray Community High School
MANSION CAMPUS
PHILADELPHIA, PENNSYLVANIA**

05-08 DECEMBER 2023

**STEPHANI FINNIN
SITE PRINCIPAL**

CHARLES G. BROZINA TEAM CHAIR

COMPONENT SCHOOL INVOLVEMENT IN THE SYSTEM IMPROVEMENT PLANNING PROCESS

- The Mansion campus participated in system-wide improvement objectives and action plans.
- The Mansion school campus had teachers, staff, and administrators represented on the system planning team.
- The school will be implementing the action plans and adjust their approach as data is compiled.
- The school will continue to gather input from staff and students to reach their goals.
- Meetings will take place monthly to ensure the objectives and action plans are implemented with fidelity.
- The school's planners will meet with the planners from the other three system schools after each module to review and assess the collected objective data, allowing them to adjust our objectives accordingly.
- The school plans to celebrate milestones as they have reached an objective and acknowledge growth resulting from implemented changes.

COMPONENT SCHOOL'S ADHERENCE TO THE STANDARDS FOR ACCREDITATION

FOUNDATIONS STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The Mission Statement is posted throughout the building
- The school works hard to accomplish the mission

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

GOVERNANCE AND ORGANIZATION STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Interviews lead this team to believe that the school principal looks to hire staff who will strive to accomplish the system's mission, she also looks for staff who will be a good fit for the school's specific staff and set of students.
- The team heard and saw that Mansion has effective building level leadership and there is a positive work climate.

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

STUDENT WELL-BEING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

Student/staff security measures address the unique logistics of the site while maintaining the OBR consistent security policy
Policies and expectations are shared with new students during orientation and reviewed as needed
The Mansion Campus ensures component schools have effective relationships with community organizations that can supply proper support, advice, and services related to mental and physical health, safety, and child protection.
The Mansion Campus administration and the members of the systems' EST coordinate and support student attendance through daily phone calls when students are not present. When unsuccessful or concerned about the results of any communication, EST members perform home visits to follow up.

The Mansion Campus has AEDs in each building and they are appropriately sited in locations throughout the facilities.

The Mansion Campus club activities are always welcome to form so long as any teacher is willing to supervise the activity.

The Mansion Campus selects activity sponsors and coaches based on interest and availability to volunteer.

The Mansion Campus advertises club and athletic activities via posted flyers, email, and school announcements to encourage student interest and participation.

The Mansion Campus after school programs and activities are appropriately planned, supervised, and staffed with qualified personnel.

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

RESOURCES STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Mansion is a leased property from the School District of Philadelphia. The majority of major improvement projects are completed by SDP, while OBR has taken on the daily maintenance of the building including small repairs as needed.
- In an effort to be near the student population it serves the school is located in an area of the city noted for high crime rates, drug addiction, and poverty
- The building was constructed in 1977
- Mansion Campus is 21,637 sq ft. on the 5th floor of Strawberry Mansion HS.
- There are 10 classrooms, 10 offices
- Health and Safety Inspection Reports are available
- There is a certificate of occupancy
- The building was observed to be clean with classrooms decorated in manners appropriate to the subject taught
- Classrooms have appropriate lighting but exterior lighting improvements are waiting on actions to be taken by the owner, SDoP.
- Elkay filtered water fountains provide safe drinking water
- It is heated with natural gas
- Heating, air conditioning and air quality are found to be at acceptable levels.
- An elevator makes the school handicapped accessible

- The Mansion campus is more than adequate for student movement.
- Mansion has well maintained tile floors throughout.
- Mansion campus has a door camera and 6 security cameras in the hallway.
- Outlets were observed to be working on one side of the rooms and not the other.
- Portable devices provide electricity in areas out of reach of working outlets
- Long power cords were observed to be in use only in areas where they can be used safely.
- The Mansion Campus recognizes the importance of nutrition equity. Every student in the school receives free breakfast and lunch each day, including Monday through Thursday in the summer months via the Summer Food Program whether registered or not.
- The Mansion Campus adheres to federal, state, and city guidelines to steer their policies and procedures are in place to ensure that all students receive recommended nutrition.
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X	The Visitor’s assessment is that the school meets the Standard
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	The MSA Visitor’s assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

TEACHING & LEARNING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Elmwood Campus provided additional student examples and professional development activities. A regular review of curriculum occurs and teacher input and feedback are welcomed. Updates to mini-projects included teachers’ ideas to best support students and provide choice and voice to increase student agency.
- Technology supports teaching and learning. Students have individualized laptops and teachers organize learning with Google Classroom.
- Technology compliments the instruction on supporting 21st Century skills.
- Recent updates to the arts and history curriculum have taken place.
- Pearson Perspectives and Envision provide purchased, research-based instructional materials for ELA and Math. The remainder of the written curriculum is teacher-created. Teachers have autonomy in creating course curriculum, provided it adheres to standards outlined in the curriculum guide. These curriculums are teacher-planned, reviewed, approved, and supported by the campus-based administration.

- Curriculum guides incorporate approved projects and formal assessments (modeled after Keystone Testing), which comprises multiple-choice and written responses.
- Standards are detailed in the curriculum guides.
- The organization defines expected outcomes for student learning and performance in terms of knowledge, goals, essential questions, mini-projects, engaging instruction, and feedback and revision.
- PBL fosters a student-centered and inquiry-based approach, enabling students to actively engage with content. Authentic, relevant problems, directly related to Standards, are presented and solved by students.
- Teachers scaffold and differentiate learning as needed. Teachers use a gradual release model that supports the learner through the process.
- Continuous feedback is provided to students through the PBL format. Teachers and students reflect on learning to make improvements.
- The teaching staff reported the curriculum was well planned and received effective feedback from administration on its delivery.
- Instructional methods employed assisted all learners in the classrooms. Through use of traditional teaching and the mini-projects, teachers are able to differentiate for the diverse academic levels of students in the classroom.
- Group work is used to encourage collaboration and communication and support 21st Century learning.
- The school strives to provide students with a diverse range of resources that are culturally sensitive, free from bias, and inclusive.
- Policies for instructional resources include selecting, evaluating, and reviewing materials with an emphasis on collaboration, alignment to Standards, equity, and the commitment to ongoing improvement.
- Instructional methods are reviewed through lesson plan review, classroom formal and informal observations, and common planning.
- Lesson plans were clearly written.
- Instruction is supported with common planning time and in-service days between modules.
- Student work was displayed in the classrooms, along with anchor charts and inspirational/motivational posters.
- Classroom visits provided opportunities for student engagement through collaboration and classroom instruction.
- Classroom visits showed teachers actively engaged with students.
- Team-building activities were taking place during classroom visits as it was the first day of the new module.
- Data is analyzed at the individual and class levels to gauge overall effectiveness of educational programming.
- Mid-modular reflections are used to gather insights into students' beliefs about their learning.
- Monday seminars are used to hold students accountable in the learning process and set a path for additional support when needed.
- Individualized senior projects are developed for students during their senior seminar. Teachers are encouraging students to focus on academic development and it has turned from "when am I getting out of here to what I am getting out of it."
- Keystone pathways provide guidance for graduation. College visits and internships support real-life learning.

- Assessment data is tracked and reviewed at MTSS meetings.
- The organization uses data that is inclusive of diverse groups in school.
- Grades are updated weekly on the student management system.
- Access to parent/student portal is available for all to remain up to date with grades.
- Student performance data, with a focus on equity, diversity, and inclusion is an important factor in driving decision making.
- A variety of student work examples were provided.
- The use of the monthly MTSS meetings support students' academic concerns.
- The use of the EST meetings supports students' social/emotional concerns.
- The use of restorative practices supports students' behavioral well-being.
- There is equity among students regarding access to services, programs, and activities.
- Teachers have available both formal and informal referral processes regarding students observed to exhibit behaviors which present as barriers to learning.
- Within the confines of confidentiality, student service data is readily available for use by faculty.
- Push-in and pull-out services are available to students with an IEP or those receiving English Language Learner (ELL) services.
- PD provided instructional methods used to deliver curriculum and learning for students.
- Teachers and Deans reported they "take advantage of teachers' skill sets" to learn from one another.

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

PLAN FOR GROWTH AND IMPROVEMENT

- The school had input into developing the system objectives and will take part in all system action steps.
- The school has no objectives of its own

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	None	

VISITING TEAM ROSTER

Role	Name
Chair of the Team	Charles G. Brozina
Component School Team Member	Dr. Wanda Alderman
Component School Team Member	Alexis Dobbins
Component School Team Member	Dr. Michael Fama
Component School Team Member	Dr. Robert Lockwood
Component School Team Member	Dr. Jennifer Polychronakos

ACHIEVING EXCELLENCE SYSTEM WIDE Component School Report

**One Bright Ray Community High School
FAIRHILL CAMPUS
PHILADELPHIA, PENNSYLVANIA**

05-08 DECEMBER 2023

**NANCY RUIZ
SITE PRINCIPAL**

CHARLES G. BROZINA TEAM CHAIR

COMPONENT SCHOOL INVOLVEMENT IN THE SYSTEM IMPROVEMENT PLANNING PROCESS

- The Fairhill school campus had teachers, staff, and administrators represented on the system planning team.
- Principal Nancy Ruiz served as the Internal Coordinator for the Fairhill Campus
- The Fairhill Planning Team consists of administrators, support staff, and teaching staff and meets throughout the year.
- Members were given the opportunity to join on their own; others were asked due to their specific job description and expertise in education.
- The Campus Planning Team had an important role within the process. They participated in self-study surveys, reviewed the school's data looking at specific areas for growth, supported student development, contributed to the deliberations that resulted in the system objectives and action steps.
- The IC and the Planning Team will keep the chemistry of their campus in mind as they work to accomplish the action steps.
- Their work was fully supported by Mrs. E. Trunfio, Director of School Improvement as well as the OBR Upper Administration team.

- There was constant communication throughout the school year to support this initiative.
- The Middle States surveys were sent via email as a Google Form to staff and students.
- The surveys were anonymous and the Fairhill Campus had 100% participation. For the students' survey completion was conducted in the classrooms and students participating received a food incentive. Fairhill had 100% participation. Throughout the school year Fairhill received tailored support from system leadership based on campus' specific needs.
- The school's planners will meet with the planners from the other three system schools after each module to review and assess the collected objective data, allowing them to adjust our objectives accordingly.

COMPONENT SCHOOL'S ADHERENCE TO THE STANDARDS FOR ACCREDITATION

FOUNDATIONS STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The Mission Statement is posted throughout the building
- The school works hard to accomplish the mission

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

GOVERNANCE AND ORGANIZATION STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Interviews lead this team to believe that the school principal looks to hire staff who will strive to accomplish the system's mission, she also looks for staff who will be a good fit for the school's specific staff and set of students.
- The principal is quite eloquent in describing the strengths of her school and in providing the reasoning behind her suggestions of areas where improvement would help.
- Fairhill was observed to have effective leadership and there is a positive work climate.

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

STUDENT WELL-BEING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Students spoke warmly of teachers and staff, and repeatedly shared their excitement about being a student at Fairhill
- Work samples were posted throughout the building, adding to the overall learning experience. In addition, inspirational and critical thinking-based materials were posted to highlight an atmosphere of learning and inquiry
- The Bulletin Board highlighting student accomplishments is a positive tool
- The Daycare Center was bright, clean, and the observed child was happy and engaged
- Principal, Dean of Students, and teachers demonstrated meaningful relationships with students, sharing good wishes during dismissal and ensuring that everyone had a bagged lunch to take with them
- Students were open and comfortable with sharing their thoughts and opinions; it was apparent that student voice was an important part of campus life
- The Fairhill Campus ensures component schools have effective relationships with community organizations that can supply proper support, advice, and services related to mental and physical health, safety, and child protection.
- The Fairhill Campus administration and the members of the systems' EST coordinate and support student attendance through daily phone calls when students are not present. When unsuccessful or concerned about the results of any communication, EST members perform home visits to follow up.
- The Fairhill Campus has AEDs in each building and they are appropriately sited in locations throughout the facilities.
- The Fairhill Campus club activities are always welcome to form so long as any teacher is willing to supervise the activity.
- The Fairhill Campus selects activity sponsors and coaches based on interest and availability to volunteer.
- The Fairhill Campus advertises club and athletic activities via posted flyers, email, and school announcements to encourage student interest and participation.
- The Fairhill Campus after school programs and activities are appropriately planned, supervised, and staffed with qualified personnel.
-

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
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	REASON:
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RESOURCES STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The Fairhill campus is owned by One Bright Ray
- The building was constructed in the late 1920s
- In an effort to be near the student population it serves the school is located in an area of the city noted for high crime rates, drug addiction, and poverty
- Fairhill Campus is 11,664 sq ft. in a 3-story structure.
- There are 10 classrooms, 8 offices
- Health and Safety Inspection Reports are available
- There is a certificate of occupancy
- The building was observed to be clean with classrooms decorated in ways appropriate to the subject taught
- Classrooms have appropriate lighting
- Elkay filtered water fountains provide safe drinking water
- It is heated with an oil Furnace
- Heating, air conditioning and air quality are found to be at acceptable levels.
- Fairhill has a new rooftop unit, 1 ductless split system on the roof installed in 2020. A new ductless unit was also installed in the baby room this year.
- Fairhill has some of the smallest classrooms in the system
- The school has a handicap ramp to the first floor but the other floors are not accessible.
- In a handicapping situation the student would attend virtually.
- The hallways are narrow but still adequate for student movement.
- Fairhill has well maintained tile floors.
- Fairhill has 22 cameras that cover in and outside the building.
- There is plenty of street parking at Fairhill.
- Fairhill building is the oldest of the four OBR schools and is in need of upgrades.
- There is a nursery for children of students
- The Fairhill Campus recognizes the importance of nutrition equity. Every student in the school receives free breakfast and lunch each day, including Monday through Thursday in the summer months via the Summer Food Program whether registered or not.
- The Fairhill Campus adheres to federal, state, and city guidelines to steer their policies and procedures are in place to ensure that all students receive recommended nutrition.
-

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
REASON:	

TEACHING & LEARNING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Fairhill Campus provided additional student examples and professional development activities. A regular review of curriculum occurs and teacher input and feedback are welcomed. Updates to mini-projects included teachers' ideas to best support students and provide choice and voice to increase student agency.
- Technology supports teaching and learning. Students have individualized laptops and teachers organize learning with Google Classroom.
- Technology compliments the instruction on supporting 21st Century skills.
- Recent updates to the arts and history curriculum have taken place.
- Pearson Perspectives and Envision provide purchased, research-based instructional materials for ELA and Math. The remainder of the written curriculum is teacher-created. Teachers have autonomy in creating course curriculum, provided it adheres to standards outlined in the curriculum guide. These curriculums are teacher-planned, reviewed, approved, and supported by the campus-based administration.
- Curriculum guides incorporate approved projects and formal assessments (modeled after Keystone Testing), which comprises multiple-choice and written responses.
- Standards are detailed in the curriculum guides.
- The organization defines expected outcomes for student learning and performance in terms of knowledge, goals, essential questions, mini-projects, engaging instruction, and feedback and revision.
- PBL fosters a student-centered and inquiry-based approach, enabling students to actively engage with content. Authentic, relevant problems, directly related to Standards, are presented and solved by students.
- Teachers scaffold and differentiate learning as needed. Teachers use a gradual release model that supports the learner through the process.
- Continuous feedback is provided to students through the PBL format. Teachers and students reflect on learning to make improvements.
- The teaching staff reported the curriculum was well planned and received effective feedback from administration on its delivery.
- Instructional methods employed assisted all learners in the classrooms. Through use of traditional teaching and the mini-projects, teachers are able to differentiate for the diverse academic levels of students in the classroom.
- Group work is used to encourage collaboration and communication and support 21st Century learning.
- The school strives to provide students with a diverse range of resources that are culturally sensitive, free from bias, and inclusive.

- Policies for instructional resources include selecting, evaluating, and reviewing materials with an emphasis on collaboration, alignment to Standards, equity, and the commitment to ongoing improvement.
- Instructional methods are reviewed through lesson plan review, classroom formal and informal observations, and common planning.
- Lesson plans were clearly written.
- Instruction is supported with common planning time and in-service days between modules.
- Data is analyzed at the individual and class levels to gauge overall effectiveness of educational programming.
- Mid-modular reflections are used to gather insights into students' beliefs about their learning.
- Monday seminars are used to hold students accountable in the learning process and set a path for additional support when needed.
- Individualized senior projects are developed for students during their senior seminar. Teachers are encouraging students to focus on academic development and it has turned from "when am I getting out of here to what I am getting out of it."
- Keystone pathways provide guidance for graduation. College visits and internships support real-life learning.
- Assessment data is tracked and reviewed at MTSS meetings.
- The organization uses data that is inclusive of diverse groups in school.
- Grades are updated weekly on the student management system.
- Access to parent/student portal is available for all to remain up to date with grades.
- Student performance data, with a focus on equity, diversity, and inclusion is an important factor in driving decision making.
- A variety of student work examples were provided.
- The use of the monthly MTSS meetings support students' academic concerns.
- The use of the EST meetings supports students' social/emotional concerns.
- The use of restorative practices supports students' behavioral well-being.
- There is equity among students regarding access to services, programs, and activities.
- Teachers have available both formal and informal referral processes regarding students observed to exhibit behaviors which present as barriers to learning.
- Within the confines of confidentiality, student service data is readily available for use by faculty.
- Push-in and pull-out services are available to students with an IEP or those receiving English Language Learner (ELL) services.
- PD provided instructional methods used to deliver curriculum and learning for students.
- Teachers and Deans reported they "take advantage of teachers' skill sets" to learn from one another.
- A copy of the Leaders Instructional Focus Walkthrough topics was presented as part of the Professional Development Plan.

X

The Visitor's assessment is that the school meets the Standard

	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

PLAN FOR GROWTH AND IMPROVEMENT

<ul style="list-style-type: none"> • The school had input into developing the system objectives and will take part in all system action steps. • The school has no objectives of its own
--

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	None	

VISITING TEAM ROSTER

Role	Name
Chair of the Team	Charles G. Brozina
Component School Team Member	Dr. Wanda Alderman
Component School Team Member	Alexis Dobbins
Component School Team Member	Dr. Michael Fama
Component School Team Member	Dr. Robert Lockwood
Component School Team Member	Dr. Jennifer Polychronakos

ACHIEVING EXCELLENCE SYSTEM WIDE Component School Report

**One Bright Ray Community High School
ELMWOOD CAMPUS
PHILADELPHIA, PENNSYLVANIA**

05-08 DECEMBER 2023

**MS. RACHEL TURANSKY
SITE PRINCIPAL**

CHARLES G. BROZINA TEAM CHAIR

COMPONENT SCHOOL INVOLVEMENT IN THE SYSTEM IMPROVEMENT PLANNING PROCESS

- The Elmwood school campus had teachers, staff, and administrators represented on the system planning team.
- The school is committed to a structured approach for achieving the objectives identified by the planning team and school system.
- The Campus Planning Team had an important role within the process. They participated in self-study surveys, reviewed the school's data looking at specific areas for growth, supported student development, contributed to the deliberations that resulted in the system objectives and action steps.
- The IC and the Planning Team will keep the chemistry of their campus in mind as they work to accomplish the action steps.

- Their work was fully supported by Mrs. E. Trunfio, Director of School Improvement as well as the OBR Upper Administration team.
- There was constant communication throughout the school year to support this initiative.
- The school’s planners will meet with the planners from the other three system schools after each module to review and assess the collected objective data, allowing them to adjust our objectives accordingly.
- The school plans to celebrate milestones as they have reached an objective and acknowledge growth resulting from implemented changes.
- School leadership will oversee the actions taken by the school in accordance with the system administration.
- Leaders intend to communicate with the school community regularly to ensure that all members are kept informed and actively engaged to pursue the needs for each objective.

COMPONENT SCHOOL’S ADHERENCE TO THE STANDARDS FOR ACCREDITATION

FOUNDATIONS STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The Mission Statement is posted throughout the building
- The school works hard to accomplish the mission

x	The Visitor’s assessment is that the school meets the Standard
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	The MSA Visitor’s assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

GOVERNANCE AND ORGANIZATION STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The team heard and saw that Elmwood has effective building level leadership and there is a positive work climate.
- Interviews lead this team to believe that the school principal looks to hire staff who will strive to accomplish the system’s mission, she also looks for staff who will be a good fit for the school’s specific staff and set of students.
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x	The Visitor’s assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

STUDENT WELL-BEING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Elmwood has 12 total cameras that cover in and outside of the building.
- All students pass through metal detectors and are searched upon entrance
- The close quarters and open cubicles promote collegiality among staff and students and we observed what we were told by a staff member, "When visitors come, they really enjoy it here."
- A trauma kit and a first aid kit are kept in the principal's office.
- An AED hangs in the common area.
- The school takes field trips and students wear pins on their lanyards emblematic of the trip
- The small population allows for space to be cleared for spontaneous, fun activities.
- The Elmwood Campus supplies a safe and secure environment in a neighborhood where such an environment is necessary and appreciated.
- The Elmwood campus adheres to a schedule of regular, fire, lockdown, and evacuation drills.
- The Elmwood Campus keeps an effective and precise accounting for all students throughout the day
- The Elmwood campus has a thorough entrance procedure
- The Elmwood Campus EST counselors and building administration and teachers were all seen contacting students both individually and in small groups.
- The Elmwood Campus ensures component schools have effective relationships with community organizations that can supply proper support, advice, and services related to mental and physical health, safety, and child protection.
- The Elmwood Campus administration and the members of the systems' EST coordinate and support student attendance through daily phone calls when students are not present. When unsuccessful or concerned about the results of any communication, EST members perform home visits to follow up.
- The Elmwood Campus has AEDs in each building and they are appropriately sited in locations throughout the facilities.
- The Elmwood Campus club activities are always welcome to form so long as any teacher is willing to supervise the activity.
- The Elmwood Campus selects activity sponsors and coaches based on interest and availability to volunteer.
- The Elmwood Campus advertises club and athletic activities via posted flyers, email, and school announcements to encourage student interest and participation.
- The Elmwood Campus after school programs and activities are appropriately planned, supervised, and staffed with qualified personnel.

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x	The Visitor’s assessment is that the school meets the Standard
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	The MSA Visitor’s assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

RESOURCES STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

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| <ul style="list-style-type: none"> ● Elmwood is a leased property from the School District of Philadelphia. It was the first of the four OBR schools to open outside of North Philadelphia and has found great success in the Juniata neighborhood of Southwest Philadelphia ● In an effort to be near the student population it serves the school is located in an area of the city noted for high crime rates, drug addiction, and poverty ● Elmwood Campus (the former Bartram HS Annex) was constructed in 1940 ● It is 9,240 sq. ft. on the first of 1 floor. ● There are 5 classrooms, 4 cubicles, and 3 offices ● Health and Safety Inspection Reports are available ● There is a certificate of occupancy ● The building was observed to be clean with classrooms decorated in ways appropriate to the subject taught ● Lavatories were found to be clean and functional ● Classrooms have appropriate lighting. ● Elkay filtered water fountains provide safe drinking water ● A natural gas furnace provides forced air heat ● Heating, air conditioning and air quality are found to be at acceptable levels. ● The school is handicapped accessible ● The hallways are narrow but still adequate for student movement ● Elmwood has well maintained tile floors throughout. ● Elmwood has 12 total cameras that cover in and outside of the building. ● Elmwood has parking lots designated for staff only. ● As an aging structure, repairs to Fairhill often are costly and needs often pop up at inopportune times. ● The Elmwood Campus recognizes the importance of nutrition equity. Every student in the school receives free breakfast and lunch each day, including Monday through Thursday in the summer months via the Summer Food Program whether registered or not. ● The Elmwood Campus adheres to federal, state, and city guidelines to steer their policies and procedures are in place to ensure that all students receive recommended nutrition. |
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X	The Visitor’s assessment is that the school meets the Standard
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	The MSA Visitor’s assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

TEACHING & LEARNING STANDARD FOR ACCREDITATION

<p>Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:</p> <ul style="list-style-type: none"> ● Elmwood Campus provided additional student examples and professional development activities. A regular review of curriculum occurs and teacher input and feedback are welcomed. Updates to mini-projects included teachers’ ideas to best support students and provide choice and voice to increase student agency. ● Technology supports teaching and learning. Students have individualized laptops and teachers organize learning with Google Classroom. ● Technology compliments the instruction on supporting 21st Century skills. ● Recent updates to the arts and history curriculum have taken place. ● Pearson Perspectives and Envision provide purchased, research-based instructional materials for ELA and Math. The remainder of the written curriculum is teacher-created. Teachers have autonomy in creating course curriculum, provided it adheres to standards outlined in the curriculum guide. These curriculums are teacher-planned, reviewed, approved, and supported by the campus-based administration. ● Curriculum guides incorporate approved projects and formal assessments (modeled after Keystone Testing), which comprises multiple-choice and written responses. ● Standards are detailed in the curriculum guides. ● The organization defines expected outcomes for student learning and performance in terms of knowledge, goals, essential questions, mini-projects, engaging instruction, and feedback and revision. ● PBL fosters a student-centered and inquiry-based approach, enabling students to actively engage with content. Authentic, relevant problems, directly related to Standards, are presented and solved by students. ● Teachers scaffold and differentiate learning as needed. Teachers use a gradual release model that supports the learner through the process. ● Continuous feedback is provided to students through the PBL format. Teachers and students reflect on learning to make improvements. ● The teaching staff reported the curriculum was well planned and received effective feedback from administration on its delivery.

- Instructional methods employed assisted all learners in the classrooms. Through use of traditional teaching and the mini-projects, teachers are able to differentiate for the diverse academic levels of students in the classroom.
- Group work is used to encourage collaboration and communication and support 21st Century learning.
- The school strives to provide students with a diverse range of resources that are culturally sensitive, free from bias, and inclusive.
- Policies for instructional resources include selecting, evaluating, and reviewing materials with an emphasis on collaboration, alignment to Standards, equity, and the commitment to ongoing improvement.
- Instructional methods are reviewed through lesson plan review, classroom formal and informal observations, and common planning.
- Lesson plans were clearly written.
- Instruction is supported with common planning time and in-service days between modules.
- Data is analyzed at the individual and class levels to gauge overall effectiveness of educational programming.
- Mid-modular reflections are used to gather insights into students' beliefs about their learning.
- Monday seminars are used to hold students accountable in the learning process and set a path for additional support when needed.
- Individualized senior projects are developed for students during their senior seminar. Teachers are encouraging students to focus on academic development and it has turned from "when am I getting out of here to what I am getting out of it."
- Keystone pathways provide guidance for graduation. College visits and internships support real-life learning.
- Assessment data is tracked and reviewed at MTSS meetings.
- The organization uses data that is inclusive of diverse groups in school.
- Grades are updated weekly on the student management system.
- Access to parent/student portal is available for all to remain up to date with grades.
- Student performance data, with a focus on equity, diversity, and inclusion is an important factor in driving decision making.
- A variety of student work examples were provided.
- The use of the monthly MTSS meetings support students' academic concerns.
- The use of the EST meetings supports students' social/emotional concerns.
- The use of restorative practices supports students' behavioral well-being.
- There is equity among students regarding access to services, programs, and activities.
- Teachers have available both formal and informal referral processes regarding students observed to exhibit behaviors which present as barriers to learning.
- Within the confines of confidentiality, student service data is readily available for use by faculty.
- Push-in and pull-out services are available to students with an IEP or those receiving English Language Learner (ELL) services.
- PD provided instructional methods used to deliver curriculum and learning for students.
- Teachers and Deans reported they "take advantage of teachers' skill sets" to learn from one another.

- A copy of the Leaders Instructional Focus Walkthrough topics was presented as part of the Professional Development Plan.

X

The Visitor's assessment is that the school meets the Standard

The MSA Visitor's assessment is that the school **does not meet** the Standard for the reason(s) stated below.

REASON:

PLAN FOR GROWTH AND IMPROVEMENT

- The school had input into developing the system objectives and will take part in all system action steps.
- The school has no objectives of its own

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	None	

VISITING TEAM ROSTER

Role	Name
Chair of the Team	Charles G. Brozina
Component School Team Member	Dr. Wanda Alderman
Component School Team Member	Alexis Dobbins
Component School Team Member	Dr. Michael Fama

Component School Team Member	Dr. Robert Lockwood
Component School Team Member	Dr. Jennifer Polychronakos

ACHIEVING EXCELLENCE SYSTEM WIDE Component School Report

**One Bright Ray Community High School
SIMPSON CAMPUS
PHILADELPHIA, PENNSYLVANIA**

05-08 DECEMBER 2023

**MS. MARTA LASIY
SITE PRINCIPAL**

CHARLES G. BROZINA TEAM CHAIR

COMPONENT SCHOOL INVOLVEMENT IN THE SYSTEM IMPROVEMENT PLANNING PROCESS

- The Simpson school campus had teachers, staff, and administrators represented on the system planning team.
- The Campus Planning Team had an important role within the process. They participated in self-study surveys, reviewed the school's data looking at specific areas

for growth, supported student development, contributed to the deliberations that resulted in the system objectives and action steps.

- The school plans for regular staff meetings to review the data and gauge engagement.
- The school will also seek feedback from stakeholders at the conclusion of the school year.
- The school will make suggestions to the system planning team based on this information to adjust system-wide goals as needed.
- The Simpson team will work to keep all members of the school community informed on plans and progress.
- The school intends to acknowledge and celebrate success towards accomplishing the objectives.
- The IC and the Planning Team will keep the chemistry of their campus in mind as they work to accomplish the action steps.

COMPONENT SCHOOL'S ADHERENCE TO THE STANDARDS FOR ACCREDITATION

FOUNDATIONS STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The Mission Statement is posted throughout the building
- The school works hard to accomplish the mission

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

GOVERNANCE AND ORGANIZATION STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- The team heard and saw that Simpson has effective building level leadership and there is a positive work climate.
- Interviews lead this team to believe that the school principal looks to hire staff who will strive to accomplish the system's mission, she also looks for staff who will be a good fit for the school's specific staff and set of students.

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

STUDENT WELL-BEING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

Student work is posted throughout the building, pointing to a positive learning environment
 Safety precautions are taken seriously, and administered in a consistent manner (across the system)
 Uniform use is consistent; did not observe any student pushback
 Social workers and the EST team are recognized as a positive source of encouragement as well as non-judgmentally addressing concerns and issues
 Student traffic within the building is orderly and demonstrated a positive attitude on the part of the students
 Classrooms and hallways are decorated with students work and other inspirational materials
 The Simpson Campus ensures component schools have effective relationships with community organizations that can supply proper support, advice, and services related to mental and physical health, safety, and child protection.
 The Simpson Campus administration and the members of the systems' EST coordinate and support student attendance through daily phone calls when students are not present. When unsuccessful or concerned about the results of any communication, EST members perform home visits to follow up.
 The Simpson Campus has AEDs in each building and they are appropriately sited in locations throughout the facilities.
 The Simpson Campus club activities are always welcome to form so long as any teacher is willing to supervise the activity.
 The Simpson Campus selects activity sponsors and coaches based on interest and availability to volunteer.
 The Simpson Campus advertises club and athletic activities via posted flyers, email, and school announcements to encourage student interest and participation.
 The Simpson Campus after school programs and activities are appropriately planned, supervised, and staffed with qualified personnel.

x	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
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	REASON:
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RESOURCES STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- | |
|--|
| <ul style="list-style-type: none">● The Simpson campus is owned by One Bright Ray● The building was constructed circa 140● In an effort to be near the student population it serves the school is located in an area of the city noted for high crime rates, drug addiction, and poverty● Simpson Campus is 9, 910 square feet on one floor.● There are 9 classrooms (including a modular building) and 7 offices● Health and Safety Inspection Reports are available● There is a certificate of occupancy● The building was observed to be clean with classrooms decorated in ways appropriate to the subject taught● Classrooms have appropriate lighting● New exterior and parking lot lighting was installed in 2020● Elkay filtered water fountains provide safe drinking water● A natural gas heater provides hot forced air● Heating, air conditioning and air quality are found to be at acceptable levels.● Simpson has 2 new rooftop AC units installed in 2020.● The school handicapped accessible● The hallways are narrow but still adequate for student movement.● Simpson has well maintained tile floors.● Simpson has 16 cameras that cover inside and outside the building.● Simpson has parking for staff only● As an aging building OBR is constantly challenged with providing costly repairs● The Simpson Campus recognizes the importance of nutrition equity. Every student in the school receives free breakfast and lunch each day, including Monday through Thursday in the summer months via the Summer Food Program whether registered or not.● The Simpson Campus adheres to federal, state, and city guidelines to steer their policies and procedures are in place to ensure that all students receive recommended nutrition.● |
|--|

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
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	REASON:
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TEACHING & LEARNING STANDARD FOR ACCREDITATION

Observations, Comments, Recommendations, Monitoring Issues, OR Stipulations:

- Simpson Campus provided additional student examples and professional development activities. A regular review of curriculum occurs and teacher input and feedback are welcomed. Updates to mini-projects included teachers' ideas to best support students and provide choice and voice to increase student agency.
- Technology supports teaching and learning. Students have individualized laptops and teachers organize learning with Google Classroom.
- Technology compliments the instruction on supporting 21st Century skills.
- Recent updates to the arts and history curriculum have taken place.
- Pearson Perspectives and Envision provide purchased, research-based instructional materials for ELA and Math. The remainder of the written curriculum is teacher-created. Teachers have autonomy in creating course curriculum, provided it adheres to standards outlined in the curriculum guide. These curriculums are teacher-planned, reviewed, approved, and supported by the campus-based administration.
- Curriculum guides incorporate approved projects and formal assessments (modeled after Keystone Testing), which comprises multiple-choice and written responses.
- Standards are detailed in the curriculum guides.
- The organization defines expected outcomes for student learning and performance in terms of knowledge, goals, essential questions, mini-projects, engaging instruction, and feedback and revision.
- PBL fosters a student-centered and inquiry-based approach, enabling students to actively engage with content. Authentic, relevant problems, directly related to Standards, are presented and solved by students.
- Teachers scaffold and differentiate learning as needed. Teachers use a gradual release model that supports the learner through the process.
- Continuous feedback is provided to students through the PBL format. Teachers and students reflect on learning to make improvements.
- The teaching staff reported the curriculum was well planned and received effective feedback from administration on its delivery.
- Instructional methods employed assisted all learners in the classrooms. Through use of traditional teaching and the mini-projects, teachers are able to differentiate for the diverse academic levels of students in the classroom.
- Group work is used to encourage collaboration and communication and support 21st Century learning.
- The school strives to provide students with a diverse range of resources that are culturally sensitive, free from bias, and inclusive.
- Policies for instructional resources include selecting, evaluating, and reviewing materials with an emphasis on collaboration, alignment to Standards, equity, and the commitment to ongoing improvement.

- Instructional methods are reviewed through lesson plan review, classroom formal and informal observations, and common planning.
- Lesson plans were clearly written.
- Instruction is supported with common planning time and in-service days between modules.
- Data is analyzed at the individual and class levels to gauge overall effectiveness of educational programming.
- Mid-modular reflections are used to gather insights into students' beliefs about their learning.
- Classrooms are decorated with student work.
- Hallways have materials to empower and inspire students, including inspirational materials while others are general information.
- Classroom visits provided opportunities for student engagement through collaboration and classroom instruction.
- Classroom visits showed teachers actively engaged with students.
- The use of Chromebook technology was used in the classrooms.
- Monday seminars are used to hold students accountable in the learning process and set a path for additional support when needed.
- Individualized senior projects are developed for students during their senior seminar. Teachers are encouraging students to focus on academic development and it has turned from "when am I getting out of here to what I am getting out of it."
- Keystone pathways provide guidance for graduation. College visits and internships support real-life learning.
- Assessment data is tracked and reviewed at MTSS meetings.
- The organization uses data that is inclusive of diverse groups in school.
- Grades are updated weekly on the student management system.
- Access to parent/student portal is available for all to remain up to date with grades.
- Student performance data, with a focus on equity, diversity, and inclusion is an important factor in driving decision making.
- A variety of student work examples were provided.
- The use of the monthly MTSS meetings support students' academic concerns.
- The use of the EST meetings supports students' social/emotional concerns.
- The use of restorative practices supports students' behavioral well-being.
- There is equity among students regarding access to services, programs, and activities.
- Teachers have available both formal and informal referral processes regarding students observed to exhibit behaviors which present as barriers to learning.
- Within the confines of confidentiality, student service data is readily available for use by faculty.
- Push-in and pull-out services are available to students with an IEP or those receiving English Language Learner (ELL) services.
- PD provided instructional methods used to deliver curriculum and learning for students.
- Teachers and Deans reported they "take advantage of teachers' skill sets" to learn from one another.
- A copy of the Leaders Instructional Focus Walkthrough topics was presented as part of the Professional Development Plan.

X	The Visitor's assessment is that the school meets the Standard
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	The MSA Visitor's assessment is that the school does not meet the Standard for the reason(s) stated below.
	REASON:

PLAN FOR GROWTH AND IMPROVEMENT

<ul style="list-style-type: none"> • The school had input into developing the system objectives and will take part in all system action steps. • The school has no objectives of its own
--

Recommended Monitoring Issues

Indicator No.	Requirement of the Standard	Recommended Action
	None	

Recommended Stipulations

Indicator No.	Requirement of the Standard	Recommended Action
	None	

VISITING TEAM ROSTER

Role	Name
Chair of the Team	Charles G. Brozina
Component School Team Member	Dr. Wanda Alderman
Component School Team Member	Alexis Dobbins
Component School Team Member	Dr. Michael Fama
Component School Team Member	Dr. Robert Lockwood
Component School Team Member	Dr. Jennifer Polychronakos

