

THE SCHOOL DISTRICT OF PHILADELPHIA

Opportunity Network

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One Bright Ray Community High School- Elmwood Campus Mid-Year Evaluation
January 5, 2016

Provider: One Bright Ray/IECI
Contract Term: FY 2016-2017
Program capacity: 135

Site Visit Date: Friday, December 9, 2016- 9:00 a.m.
Child Count Compliance: 100%
Average Daily Attendance & Number of Students Present:
55% (72 students present out of 130 students enrolled)

Walkthrough Review Team:

Majeedah Scott, Director, Multiple Pathways
Marcus De Vose, Assistant Director, Transition Services
Kevin Feaganes, Case Manager
Jennifer Zahor, Director, Special Education
Nefertiti White, Case Manager, Special Education
Nikisha Morgan, Director, Pregnant & Parenting Teens
Brandon Vaughn, Program Manager, Philadelphia Youth Network

Program Staff:

Marcus Delgado, CEO, One Bright Ray, Inc.
Joycet Velasquez, Chief Academic Officer, One Bright Ray, Inc.
Antoinette Muse, Principal
Marta Lasiy, Dean of Students

Domains and Performance Levels:

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

Comments/ Considerations:

OBR Elmwood is a new Accelerated program in its second year that opened July 2015 after the District terminated its contract with the site's former provider. One Bright Ray was selected to take over management of the Elmwood program based on its performance in managing the OBR Fairhill and Simpson campuses.

SUMMARY OF FINDINGS

Vision for Learning

OBR Elmwood was rated **Proficient** in all of the five components within this domain: orientation for new students, strategy for literacy and numeracy skill building, retention plan implementation, family engagement plan, and individual graduation plans.

OBR Elmwood's strategy for literacy and numeracy skill building begins with administering TABE to all students. Scores determine which students are in need of supplemental support. The program monitors targeted

students on a daily basis to see how well they are progressing. The program presented its Education Support Coordinator's schedule, which she uses to keep track of where students are throughout the day, the classes she that she will push into, and the students that she will pull out. The Coordinator presented her student sign-in sheet as documentation of the work she does with students daily.

OBR Elmwood consistently reinforces its vision for learning through twice weekly SWEs (School Wide Education). SWEs are planned out for the entire school year, and the topics were presented to the review team. SWEs are subject to change based on current issues or important updates that need to be communicated to students. The program uses one its first SWEs to educate students about the importance of improving reading and math skills, and gives them a lesson on how to understand their raw TABE scores. OBR Elmwood now uses the following SWEs: OBR Seminar for new students and OBR Senior Seminar for graduating seniors. The program discussed its focus on ensuring that writing occurs across the curriculum. The program believes that if students improve their writing skills, then they will also improve their reading skills.

OBR Elmwood's retention strategy includes, making daily phone calls to the parents of absent students, and working with families and students to determine what barriers exist for school attendance. The Student Services Coordinator documents all phone calls and other outreach efforts to parents using PowerSchool (web-based data system). The program uses a tiered system of interventions for students with low attendance. Students with three or more consecutive absences are placed on the Social Worker's caseload. The program's Social Worker makes home visits to those families who she has been unable to connect with via telephone.

Family and Community Relationships

OBR Elmwood was rated **Proficient** in three of the five components within this domain: communication logs, strategy to improve family engagement, and partnerships with employers and postsecondary institutions. OBR Elmwood was rated **Needs Improvement** in two of the five components within this domain: parent surveys and parent/community outreach.

The program presented its communication logs, which are housed in PowerSchool. All communication with parents is documented in the system. The program makes positive phone calls home to parents to share good news related to their children's performance in school. The program gives an Honors Luncheon for students who made Honor Roll, and their families are invited to attend the luncheon. In addition, the program hosted a Spaghetti Dinner for families earlier in the school year. Parents attend report card conferences at the end of every module, and do not need to make an appointment to speak to Teachers.

OBR Elmwood has developed a parent survey, but has not moved towards analyzing results of the survey in order to impact its programming. The parent survey consists of all open-ended questions. The review team recommends that the program reformat the survey to include multiple choice answers that can be more easily aggregated and analyzed. The review team also recommends that the parent survey include a needs assessments for families, which the program can use to develop workshops and information sessions for families in an effort to support them with certain challenges and get them into the school more often. Although OBR Elmwood reaches out to parents frequently, it has not yet moved towards developing partnerships with the community through regular outreach.

School Safety

OBR Elmwood was rated **Proficient** in all six components within this domain: orderly daily routines, average daily attendance (ADA), number of students present in each classroom, use of Scholarchip with fidelity, program-wide positive behavior system, and attendance policy & truancy plan implementation.

The review team observed that the number of students present in classrooms aligned with the program's self-reported attendance on the day of the walkthrough. The program had 130 students enrolled and 72 students were present on the day of the walkthrough (55% ADA). The program presented its Scholarchip report, which showed that it is using the system with fidelity. The review team is concerned about the program's overall low average daily attendance, but also recognizes that the program is in its infancy. We recommend that the program continue to analyze attendance data and to develop aggressive solutions using promising practices employed by successful programs, both locally within our network and nationally.

OBR Elmwood presented its "Behavioral Continuum" with levels of infractions and consequences. Students are very well aware of the levels and know what to expect when they engage in certain behaviors. The program uses restorative practices to resolve behavioral challenges, and presented the written guide that it uses to do so. "Classroom and Circle Norms" were posted in each classroom and in the hallways, and serves as a guide and reminder to students about expectations. The program gives out a lot of student incentives, including a weekly drawing for a gift card for students who are doing well. High performing students are also rewarded with pins, which students wear proudly around their ID badges to show off their accomplishments. The program has an "85ers Club" for students who have at least 85% attendance and are passing all their classes; these students get to go on the end of module trips.

Positive Environment

OBR Elmwood was rated **Proficient** in all of the four components within this domain: respectful interactions between staff, students and families, staff have a good rapport with students, engagement of students and families in building a positive environment, and building activities for staff and students.

The review team observed respectful interactions between staff and students, both inside and outside of classrooms. OBR Elmwood employs a Mentor, whose focus is to support male students in need of a positive role model. The program discussed its understanding of the unique needs of African-American boys and the challenges they face that can negatively impact school success. The program's Mentor pushes into classrooms and pulls students out for one-on-one conversations. Boys in need of additional supports will be referred for appropriate services inside and outside of school. The Mentor works closely with Teachers, the School Counselor, and Dean as the program uses a team approach to understanding and helping to resolve students' challenges.

High Quality Instruction

OBR Elmwood was rated **Proficient** in all seven of the components within this domain: identifying students eligible for Keystone exams, students enrolled in the classes they need to graduate, postsecondary bridging plan, postsecondary exploration and preparation, strategies to prepare students for Keystone exams, early warning system for academic interventions, and students actively engaged in class.

The review team observed that all students were actively engaged in class. Teachers prepare students for Keystone exams by incorporating Keystone standards into their storyboards (lesson plans). The driving question for each lesson is linked to one or more Keystone standards. Teachers create their storyboards for a four-week period, storyboards were posted outside of each classroom.

Similar to the OBR's other accelerated sites, Elmwood uses a color coded tracking system to monitor academic progress. The program presented its tiered system of academic interventions. School Counselors follow up with students who are failing one to three classes, and they initiate the development of Student Support Plans. Teachers input grades to PowerSchool every week by Sunday at 6:00 p.m., for timely tracking and reporting. Senior Advisor Teachers have an extra prep period that they use to follow up with concern students, who are color coded yellow in the tracking system.

OBR Elmwood's Senior seminar class supports students with exploring and accessing postsecondary pathways. Graduating seniors enrolled in the class must complete a Portfolio, which includes all of the discrete activities necessary for postsecondary matriculation or employment (e.g., college applications, resumes, cover letters, etc.). The school's Social Worker maintains documentation of students' activities toward postsecondary via PowerSchool. The school retains an electronic copies of students' Portfolio, which students can access after they graduate.

Talent Development

OBR Elmwood was rated **Proficient** in all of the seven components within this domain: staff turnover, professional development calendar, staff selection process, new staff induction, principals conduct regular observations and provide constructive feedback, common planning time for teachers, and differentiated staff supports.

OBR Elmwood has common planning time every Wednesday, which also includes time for professional development. Although Elmwood Teachers go through the same Master Teacher professional development as the other OBR sites, they also receive ongoing new Teacher training. Program leadership discussed its need to constantly review job performance expectations with Teachers, with a focus on high level student engagement. OBR Elmwood presented documentation of efforts to onboard new Teachers (agendas, sign-in sheets, etc.).

The program made a leadership change this school year. The new Principal is a veteran OBR staff member who was promoted from the Fairhill campus to run the Elmwood site. OBR's CEO acted as the program's Principal after the site's first Principal was terminated last school year. Overall, the program has been able to maintain its performance and core values through shifts in leadership.

Data

OBR Elmwood was rated **Proficient** in all of the four components within this domain: formative and summative assessments, system to collect and analyze data, strategy to track student academic progress and related interventions, and program improvement plans and related data reports.

OBR Elmwood presented its school improvement plan with goals, tactics/next steps, completion dates, and frequency of efforts. The program admitted that it is still going through a lot of self-assessment because the site is new. The program is in the process of learning more about the student population and the surrounding neighborhood, and how well the model is working for students in that area of the city. Teachers track the effectiveness of academic interventions daily using an intervention log. The log captures interventions provided to certain students and how well those interventions worked in the classroom. Logs are reviewed on a weekly basis during Wednesday common planning time. OBR's Director of Instruction keeps track of all interventions and helps to adjust interventions or put into place new interventions as needed.