THE SCHOOL DISTRICT OF PHILADELPHIA
Opportunity Network
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One Bright Ray Community High School- Fairhill Campus Mid-Year Evaluation
December 23, 2016

Provider: One Bright Ray/IECI
Contract Term: FY 2013-FY 2017
Program capacity: 270

Site Visit Date: Tuesday, December 13, 2016- 9:00 a.m.
Child Count Compliance: 100%
Average Daily Attendance & Number of Students Present:
58% (171 students present out of 295 students enrolled)

Walkthrough Review Team:
Majeedah Scott, Director, Multiple Pathways
Tiana Wilson, Program Manager
T'Aira Wright, Special Education Special Projects Assistant
Luciana Terrell, Administrator, DHS Education Support Center
Brandon Vaughn, Program Manager, Philadelphia Youth Network
Andrew Moore, Director, Youth and Young Adult Connections, Institute for Youth, Education, and Families, National League of Cities
Emmanuel Torres, Allentown Reengagement Center
John Fenner, Allentown Reengagement Center

Program Staff:
Marcus Delgado, CEO, One Bright Ray, Inc.
Joycet Velasquez, Chief Academic Officer, One Bright Ray, Inc.
Melissa Pergine, Principal
Steven Blizzard, 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 Fairhill received ratings of **Proficient** in all components within each domain assessed during this mid-year evaluation.

SUMMARY OF FINDINGS

Vision for Learning

OBR Fairhill 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 Fairhill's Education Support Coordinator does pull-outs and push-ins, several times each day, to work with targeted students who need to improve their skill levels. The Coordinator covers all academic subject areas, but with a math and literacy focus. The program uses TABE and class grades to determine which students need which academic supports. Part of the program's Middle States action plan for accreditation focuses on increasing each student's reading and math levels by two grade levels. The program presented its database of scores and demonstrated how they connect to lesson planning and the Education Support Coordinator's strategy. The program recognizes students who have improved by two grade levels through a pizza party or other incentive.

The program's Attendance Officer leads retention strategies, which starts with daily monitoring of attendance and late arrivals. The Attendance Officer makes daily phone calls to the parents of absent students. She talks with parents about strategies that home and school can use together to get students to come to school. OBR Fairhill's Social Worker conducts home visits to students who are absent more than three days. Visits occur as a result of not being able to connect to parents via telephone. The program documents all attendance efforts in its PowerSchool online database; evidence was presented to the review team.

Students' individual graduation planning begins with one-on-one conversations with the School Counselor to discover students' career interests. OBR Fairhill presented its Senior Seminar Calendar, which outlines the steps students must take to complete their senior projects. The Senior Seminar Calendar includes activities such as, creating a professional email address, taking a career interest inventory, complete the FAFSA, developing SMART Goals, writing resumes and cover letters, and completing job applications and college applications.

Family and Community Relationships

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

OBR Fairhill presented the results of its parent survey from this school year. A significant number of parents stated that they would like to have more timely communication about school events. As a result, the program has instituted PowerSchool announcements about school events on a regular basis.

OBR Fairhill holds frequent events to get parents into the school. Examples include the program's fall spaghetti dinner, open house, and pretzels with parents. OBR Fairhill discussed and presented evidence of its partnerships with postsecondary institutions and community-based organizations. Partnerships include, ELECT, Cradles to Crayons, and The Attic. The program uses these partnerships to support staff and students. Staff benefit from professional development sessions facilitated by community experts, and students benefit from the services that the organizations provide.

School Safety

OBR Fairhill 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; average daily attendance was 58%. The program's Scholarchip report was reviewed, and showed that OBR Fairhill uses the system with fidelity. Program staff cross-reference attendance data from Scholarchip and PowerSchool to ensure accuracy. The program admits that attendance is a challenge. We recommend that the program continue to analyze attendance data and develop aggressive solutions using promising practices employed by successful programs, both locally within our network and nationally in order to increase student attendance.

In addition to the aforementioned retention strategies, OBR Fairhill analyses attendance and tardy data. The program presented one of its attendance and tardy data reports, as well as the Social Worker's written strategy for providing related interventions. Her strategy includes a tiered system of interventions based on the severity of students' attendance challenges. It also includes the development of customized interventions for students with unique challenges. The program discussed specific examples and provided related documentation.

OBR Fairhill 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 Fairhill was rated **Proficient** in all 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 team building activities for staff and students.

The program discussed its team building efforts for staff and students, and presented related documentation as evidence. The program held its annual holiday event for faculty the Friday before the site visit. OBR Fairhill held a potluck Thanksgiving dinner during the school day; staff brought in food, all students ate, and students also took plates of food home. OBR has a prom every year for upperclassmen. It also hosts winter and summer graduations, and recognizes student achievement during awards and honors ceremonies. Seniors who have completed all of their requirements for graduation are publicly recognized through Zero Day, which is a day-long celebration at the school.

OBR Fairhill discussed its understanding of how students' overall wellness impacts school achievement. As a result, OBR Fairhill has implemented a student wellness program that teaches students healthy eating habits. Evidence of the wellness program was posted throughout the school's hallway and in classrooms.

High Quality Instruction

OBR Fairhill 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.

OBR Fairhill uses a comprehensive early warning system for academic interventions. The program presented a color-coded tracker that it uses to monitor student progress. The program also 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 Fairhill mapped out Keystone standards at the beginning of the school year, and that mapping was provided to teachers. Teachers are responsible for incorporating the standards into their lessons. Teachers develop their

own curricula, which are based on PA common core standards, as well as Keystone standards. The program utilizes a Curriculum Drop Box through the organizations website, where Teachers are required to submit their lesson plans for review by the Director of Curriculum & Instruction and the Principal.

Talent Development

OBR Fairhill 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 Fairhill discussed its use of classroom observations as a tool for Teacher growth. Informal observations are done on a biweekly basis. Formal observations are conducted twice per year. The program presented its classroom observation schedule and the rubric it uses to provide written feedback.   OBR Fairhill uses the Danielson Framework.

The program's Director of Curriculum and Instruction leads new staff orientation, which lasts for one week prior to the first day of school. The new teacher orientation agenda and sign-in sheets were presented. The time is spent training new Teachers on the OBR model, staff expectations, and other pertinent information.

The program presented its yearlong professional development calendar, including an overview and goals for each session planned. Examples of professional development topics include, student engagement strategies, refining of writing across the curriculum, and using data to drive instructional decisions.

Data

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

The program presented its program-wide strategic plan (action plan), which it is using to apply for accreditation through Middle States Association. OBR Fairhill identified three main goals for its action plan that include, improving student lateness, using TABE scores to better inform instruction, and using technology inside the classroom.

In addition to summative assessments administered daily in classrooms to check for understanding, students submit final projects for each class every four weeks. The program presented the rubric it uses to grade all final projects. Students must also complete two writing assignments in each course every module. The program uses a standard writing rubric to grade writing assignments.