



Instructional Visit Summary
One Bright Ray Community High School- Fairhill Campus

Provider: International Education and Community Initiatives d/b/a One Bright Ray, Inc.
Contract Term: FY 2018 - 2022

Site Visit Date: Friday, April 6, 2018- 9:00 a.m.
Program Capacity: 270

Site Visit Review Team:

Majeedah Scott, Director, Multiple Pathways, Opportunity Network
Luis Rosario, Project U-Turn Fellow, Opportunity Network
Chris Shaffer, Deputy Chief, Curriculum and Instruction
Sara Calabrese, Professional Learning Specialist, Office of Teaching and Learning

Program Staff:

Marcus Delgado, Chief Executive Officer, One Bright Ray, Inc.
Emily Trunfio, Principal, One Bright Ray Community High School- Fairhill Campus
Melissa McGonagle, Dean of Academics, One Bright Ray Community High School- Fairhill Campus

Overview of Instructional Site Visits:

Instructional site visits consist of four main parts: **Academic Success Questions with Leadership**; **Academic Success Questions with Teachers**; **Academic Success Questions with Students**; and **Classroom Observations**. **Academic Success Questions with Leadership** includes standardized questions that focus on: data and academic outcomes; academic outcomes versus goals; and preparation for classroom observations. **Academic Success Questions with Teachers** includes standardized questions that focus on: the use of academic assessments; academic outcomes versus goals; and the school's overall academic performance. **Academic Success Questions with Students** includes standardized questions that focus on: student backgrounds and previous educational experiences; academic expectations set by Teachers; tests, grading procedures, and supports from Teachers; overall level of satisfaction with the program; and recommendations for improvement. **Classroom Observations** was guided by a standardized Classroom Observation Form that assessed elements of: the classroom environment; instruction; and assessments.

SUMMARY OF FINDINGS

Academic Success Questions with Leadership

Academic Outcomes. One Bright Ray (OBR) Fairhill presented and discussed the program's key academic data, including literacy and numeracy growth, retention rate, graduation rate, percentage of students attending at least 85% of school days, and Special Education data. OBR Fairhill aggregated and analyzed its own data as a demonstration of the program's ability to make data-informed decisions for positive student outcomes. The program's leadership explained some of the key drivers of their academic outcomes. OBR Fairhill produces a weekly "scouting report" that examines the progress of each individual student. The scouting report provides a snapshot of individual student's attendance rates and academic progress. Students are grouped into three tiers based on the data. Those students with the lowest attendance and least academic progress receive targeted interventions in an effort to get them back on track. Students in the middle tier are encouraged to improve; and those at the highest tier are celebrated for their accomplishments. This year, OBR Fairhill invested in an additional counselor who focuses on providing postsecondary supports to students. The program also has an emotional support counselor and a social worker. The social worker conducts home visits everyday for students who have been absent from school. OBR provides a company vehicle for the social worker's home visits. OBR Fairhill rosters students with low level reading and mathematics skills into TABE Academy courses. TABE Academy features computer-based instruction and direct instruction. The computer-based instruction is adaptive to students' individual needs and hones in on developing mastery of discrete skills. The direct instruction portion of TABE Academy complements computer-based instruction and provides students with differentiated instruction to support skill growth. OBR Fairhill established a daily common planning period at the end of each school day. This allows teachers to plan together and share best practices. Teachers have the ability to develop similarly themed projects across different content areas. OBR Fairhill recently hired a second educational support teacher (i.e., special education teacher). Educational support teachers push into classrooms to provide individual and small group instruction. Educational support teachers also pull students out of class to provide academic help based on students' Individual Education Programs (IEPs).

Academic Outcomes versus Goals. OBR Fairhill is in its first year of implementing TABE Academy. The program has already analyzed early academic outcomes for students who are rostered into the class. Leadership noted that they are seeing early signs of TABE Academy students making larger skill gains than their peers who are not rostered for the course. OBR administrators also noted the differences that they are seeing across their three Accelerated programs, with Fairhill having some of the largest gains. Leadership will conduct a comprehensive data analysis at the end of this school year on the impact of TABE Academy on student learning and skill growth. Professional development sessions this school year have focused on increasing academic rigor and differentiated instruction. In an effort to continuously improve, OBR Fairhill is moving toward ensuring that all classes include various engaging learning activities and lessons that push students to think more critically and at higher levels.

Classroom Observation Preparation. In preparation for classroom observations, OBR Fairhill's leadership discussed what we should expect to see in classrooms. Each class should have a driving question and final product description posted, as well as four-week storyboards. Each class should have a common board configuration to include a warm-up, objective, activities, and a closure. In addition, each class begins with a silent warm-up that allows students to smoothly transition into the class period by doing an independent assignment.

Classroom Observations

Review team members observed a TABE Academy class for English language arts for several minutes. Eleven students were present in class, and the class period was already in progress during the observation. Classroom walls displayed recent student work, classroom procedures/rules, instructional resources for English, and the OBR Behavioral Continuum and Grading Policy. All students were on-task during the observation. Students worked independently on laptops using an adaptive computer-based learning platform. The teacher circulated the classroom to assist individual students and to ensure that students were on-task with their lessons. Each student's computer-based lesson was tailored to their learning needs, and challenged students to demonstrate understanding and also synthesize and apply new material and prior learning.

Review team members observed an Art class for five minutes that was already in progress. Eleven students were present in class during the observation, and all students were on-task. Classroom walls displayed recent student work, classroom procedures/rules, instructional resources for art, and the OBR Behavioral Continuum and Grading Policy. Storyboards, driving questions, the objective, warm-up, lesson activities, and closure were also posted. The hallway outside of the art classroom mimicked an art gallery and featured students' Vincent Van Gogh impressionist art, as well as student artwork from the Ukiyo period in Japanese history. Students worked independently on "-ology" posters during the observation. The posters were part of a larger assignment that required students to research an -ology (i.e., a particular field of study or practice), such as archaeology, write about the field and draw an image that represents the field. The mode of instruction observed involved independent practice with the teacher closely monitoring student progress and circulating the room. The depth of engagement challenged students to synthesize, create, and apply information and techniques.

Review team members observed a World History class for about five minutes. Fourteen students were in class and the class period was already in progress during the observation. Classroom walls displayed recent student work, classroom procedures/rules, instructional resources for history, and the OBR Behavioral Continuum and Grading Policy. Storyboards, driving questions, the objective, warm-up, lesson activities, and closure were also posted. All students were on-task during the observation. Students were learning about the history of North Korea. Students worked independently to build a graphic organizer to summarize informational text about North Korea. The teacher circulated the room and helped individual students as needed. One student received help from a peer. The lesson activities and objectives challenged students to synthesize and evaluate information.

Review team members observed a Social Science class for approximately four minutes. Sixteen students were present in class during the observation, and the class period was already in progress. Classroom walls displayed recent student work, classroom procedures/rules, instructional resources for social studies, and the OBR Behavioral Continuum and Grading Policy. Storyboards, driving questions, the objective, warm-up, lesson activities, and closure were also posted. All students were on-task during the observation. The teacher gave a lesson using an LCD projector. The lesson focused on empirically-based parenting styles and their varying effects on child development. The lesson objective required students to develop specific claims about a parenting style. The class smoothly transitioned to the computer lab next door so that students could conduct research to support their claims. The depth of engagement challenged students to analyze and apply information, as well as synthesize and evaluate.

Academic Success Questions with Students

OBR Fairhill's leadership selected five students to participate in the Academic Success Questions with Students. Students previously attended a variety of schools before enrolling at OBR Fairhill. Students talked about their previous experiences at other schools and felt that they were neglected by their teachers at those schools. For them, their previous schools were too large and they felt that none of the staff cared about them. One student described a specific experience at her previous school in which her mathematics teacher refused to give her extra help. These negative experiences were juxtaposed with students' positive experiences at OBR Fairhill. Students unanimously agreed that the staff at OBR Fairhill care a great deal about them, and they feel that the whole school is like a family. Students expressed that OBR Fairhill teachers help them with anything that they need. They noted that their current teachers spend a significant amount of time helping students in a one-on-one setting. The students talked about how their current teachers reach out to them if their grades or attendance starts to go downward. Teachers talk with students and try to help them get back on track in any way that they can. Students talked about the OBR uniform, and thought that it helped to prevent bullying because no one gets picked on about their clothes. Students considered the discipline policy at OBR Fairhill to be fair and consistently applied. Rules and expectations are the same in all classes, and teachers always encourage students to follow the rules. Students talked about their ability to walk out of class if they experience overwhelming frustration or other negative emotions. A program administrator or other staff member will then talk with the student to see what is going on and how they can help. When asked what they would change about the program, if anything, students talked about having sports teams and after school activities. OBR Fairhill does not have sports teams and many after school clubs. Students felt that they would get into less trouble in the streets or in their neighborhoods if they were able to stay at school longer for productive activities.

Academic Success Questions with Teachers

Ms. Gryn (Art teacher), Ms. Klinger (English teacher), and Mr. Musselman (Science teacher) participated in the Academic Success Questions with Teachers. Ms. Klinger talked about her experiences teaching TABE Academy. She discussed the computer-based instruction and direct instruction that students in the class receive. The computer-based instruction is adaptive and responds to students' individual learning needs. The direct-instruction component of TABE Academy includes reading and writing assignments, phonics skills, quizzes, and daily lessons. All three of the teachers noted that they use students' TABE scores to determine the texts that they will select for independent reading. They also use TABE scores to develop their lessons in a way that responds to students' strengths and weaknesses. Teachers use common core standards to develop their lesson plans and objectives. By knowing which students are at lower skill levels, teachers are able to scaffold their lessons in order to bridge the gap between students' skills and course content. Teachers talked about the academic supports provided to Special Education students. The program's educational support teachers regularly push into their classrooms to help students individually or in a small group. Students with IEPs are also pulled out of class at times depending on the accommodations required in their IEPs. All three teachers talked about the strategies they use to ensure that Special Education students receive the accommodations they need to be successful. The teachers reported checking on individual students in class frequently and also using differentiated materials to engage students with different learning needs. Teachers discussed the professional development sessions that have been held this year. They noted the program's current focus is on differentiated instruction and increasing rigor. As a result of professional development on differentiation, teachers now intentionally vary instructional activities. OBR Fairhill uses One Drive, a repository for instructional resources. Teachers reported using the repository to gain strategies to differentiate their lessons. Teachers noted that they receive support with planning storyboards and lesson activities from program administrators. Teachers identified the program's Dean of Academics as a great support to them. The Dean of Academics provides teachers with weekly feedback and coaching. Teachers also noted the program's operational team led by the Dean of Students is very helpful with classroom management and the proper implementation of

restorative practices. Overall, teachers considered OBR Fairhill to be doing well academically, but that there is always room for growth. The teachers believe that OBR Fairhill is headed in the right direction, and the veteran teachers have seen substantial academic improvements from year to year.

Recommendations

The review team recommends that OBR Fairhill continue on its current path of providing rigorous and engaging instruction. In order to realize continuous improvements and to maintain a high level of instruction across all classrooms, OBR Fairhill must continue to support and develop teachers to deliver instruction that is differentiated and relevant to students. Review team members recommend that OBR Fairhill solicit feedback from students and incorporate their feedback into the program's strategic improvement plan for next school year. OBR Fairhill should also continue to analyze its academic outcomes in order to determine its best practices to achieve higher skill gains, increase retention rates, and improve program-wide attendance rates.