

**Mid-Year Evaluation**  
**One Bright Ray Community High School- Fairhill Campus**

**Provider:**

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

**Site Visit Date:**

Tuesday, December 12, 2017- 8:30 a.m.

**Contract Term:**

FY 2018 - 2022

**Child Count Compliance:**

87.5%

**Program Capacity:**

270

**Percent of students attending at least 85% of school**

**days:** 35.4%

**Site Visit Review Team:**

Majeedah Scott, Director, Multiple Pathways, Opportunity Network  
Marlon Riddick, Transition Liaison, 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  
Darryl Johnson, Director, High School Supports

**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  
Steven Blizzard, Dean of Students, One Bright Ray Community High School- Fairhill Campus

**Domains and Performance Levels:**

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

## SUMMARY OF FINDINGS

### Vision for Learning

**Rating:** PROFICIENT [5 of 5 components met]

**Strategy for literacy and numeracy skill-building** (Yes). One Bright Ray Community High School-Fairhill Campus (OBR Fairhill) administers the Test of Adult Basic Education (TABE) to students at the beginning and end of each school year. Students' baseline TABE scores allow program staff to identify students' reading and mathematics skill levels. Students who score lower than a 6th grade level in either reading or mathematics are rostered for a TABE Academy course. TABE Academy is an intervention class consisting of blended learning and direct instruction tailored to the needs of each student. Teachers use TABE results to differentiate their storyboards (i.e., lesson plans) so that the content of their classes are accessible to all students. **Retention plan implementation** (Yes). OBR Fairhill's retention plan includes individual student interventions and program-wide incentives and rewards. The program's social worker conducts home visits for students who have been chronically absent. The social worker often uncovers the root of a student's poor attendance as a result of home visits, and uses that information to help the student and their parents devise a plan to remove barriers. OBR Fairhill has a comprehensive system for rewards and incentives. Students with perfect attendance are honored throughout the program and they receive gift cards, end-of-module trips, and other tangible incentives. **Orientation for new students** (Yes). OBR Fairhill hosts a two-day orientation for new students and their parents. During orientation, new students meet the program's staff, learn about academic, behavior, and attendance expectations, and receive assistance purchasing the program's uniform if needed. New students receive the program's student handbook during orientation, which includes all of OBR Fairhill's policies and procedures. Orientation at OBR Fairhill is the first opportunity for students to engage with postsecondary planning with the completion of Life Maps. The Life Maps activity requires students to assess where they are in their education and where they would like to end up in terms of a career. New students are rostered for the OBR Seminar during their first module in the program. The OBR Seminar continues with content covered during orientation by immersing new students in the OBR program culture and postsecondary planning. **Family engagement plan** (Yes). OBR Fairhill's leadership discussed and presented evidence of their plan to engage families. Parents receive at least one progress update phone call from the program every week. Parents are contacted whenever a student is absent, and parents are invited to conferences with program staff when academic, behavior or attendance challenges persist for a student. The program hosts numerous events for parents, including FAFSA (Free Application for Federal Student Aid) night and report card conferences. Parents have their own login access to the program's student information system, PowerSchool, which they can access on their cell phones or through a web browser. OBR Fairhill's parents can sign up on the organization's website to receive information to their email accounts. In addition, parents and students can follow the program on Instagram to receive updates and program information. OBR Fairhill has an open door policy for parents so that they feel empowered to talk openly with administrators about issues or concerns. **Individual graduation plans** (Yes). OBR Fairhill presented individual graduation plans for a group of students. Individual graduation plans provide students with their projected graduation dates and a mapping of when they will take the remaining courses they need to graduate.

## Family and Community Relationships

**Rating:** PROFICIENT [5 of 5 components met]

**Parent surveys** (Yes). OBR Fairhill administers surveys to parents whenever they visit the program. The first survey that parents complete is during orientation. The program has adjusted its daily schedule in response to parent survey results. Parents overwhelmingly had concerns about their children getting to school on time as a result of family obligations in the mornings. As a result, first period class starts approximately forty-five minutes later this school year. The program has seen a significant improvement in student punctuality.

**Parent/community outreach** (Yes). OBR Fairhill presented evidence of frequent and consistent outreach to both parents and the community. Parents receive weekly updates from the program on their children's progress, and they can access grades and attendance anytime via PowerSchool. OBR Fairhill reaches out to organizations that provide support and education to students who are pregnant or have children. The program brings in social service agencies, such as Congreso de Latinos Unidos, to provide supports to students and their families.

**Communication logs** (Yes). OBR Fairhill presented communication logs that are housed in PowerSchool. The logs were well organized and easy to understand. **Strategy to improve family engagement** (Yes). OBR Fairhill articulated their strategy to improve family engagement, which includes frequent outreach to parents using various communication modes (e.g., letters, phone calls, social media). A major component of their strategy consists of home visits conducted by the program's social worker. Often times, home visits allow the program to engage with parents who were previously uninvolved in their child's education. It allows the program to meet parents where they are and to establish a good rapport with the family. **Partnerships with employers and postsecondary institutions** (Yes). OBR Fairhill partners with Jewish Employment and Vocational Services (JEVS) to offer students paid internships and full-time employment after graduation. The program partners with Harcum College to offer college courses at the OBR Simpson campus, and some OBR teachers are also employed as professors at the college.

## School Safety

**Rating:** PROFICIENT [6 of 6 components met]

**Average daily attendance** (Yes). OBR Fairhill was able to calculate its attendance on the day of the site visit and presented student sign-in sheets as documentation. **Number of students present in each classroom** (Yes). Review team member's count of students present in class aligned with the program's stated attendance on the day of the site visit. **Use of Scholarchip with fidelity** (Yes). OBR Fairhill is no longer able to print reports from the School District's Scholarchip attendance system. However, the program's attendance rate is available in Schoolnet, which means that they use Scholarchip to take attendance daily. **Attendance policy and truancy plan implementation** (Yes). OBR Fairhill's attendance policy is fully articulated in the student handbook. Class attendance is part of the grading rubric for all classes. Students who arrive significantly late to their first period class eight or more times are removed from the class and must retake it during the next module. Program staff call parents each day that a student is absent, and excessive absences lead to parent conferences and home visits. **Orderly daily routines and transitions** (Yes). Review team members observed morning check-in. All students and staff were aware of the routines and students entered the building quickly and quietly. In addition, orderly class routines were observed. **Program-wide positive behavior system** (Yes). OBR Fairhill's leadership presented and discussed the program's comprehensive system for behavioral expectations, consequences, and rewards. Expectations for behavior are consistently communicated to students, and consequences for infractions are fairly applied. The program uses restorative practices to resolve behavioral challenges. Students

at OBR Fairhill receive a number of rewards for meeting academic and behavioral expectations. Students who are seen meeting expectations receive raffle tickets from their teachers and administrators. At the end of each week, students enter their raffle tickets for the chance to win gift cards and other tangible incentives. In addition, students with 85% or better average daily attendance become part of the program's "85ers Club", which rewards students with end-of-module trips to destinations such as Sky Zone, New York City, and Washington D.C.

### **Positive Environment**

**Rating:** PROFICIENT [4 of 4 components met]

**Engagement of students and families in building a positive environment** (Yes). OBR Fairhill discussed and presented evidence of their efforts toward engaging students and their families in a positive learning environment. The program uses restorative practices to resolve challenges among members of the learning community. These practices focus on the repair and restoration of relationships. The program consistently celebrates students' achievements and provides tangible rewards for students who do well. OBR Fairhill's Instagram page and newsletters highlight points of pride for the program, and are shared with parents and students. **Respectful interactions between staff, students, and families** (Yes). Review team members observed respectful interactions between all members of the learning community. **Staff have a good rapport with students** (Yes). Review team members observed student-staff relationships that were harmonious and friendly. Students positively responded to staff even when they were being redirected. **Team building activities for staff and students** (Yes). The program facilitates numerous opportunities to build a team environment among staff and students. Staff organize a Thanksgiving-themed potluck for students before the holiday. Staff attend events together outside of the program, such as baseball games and football games. In addition, administrators treat staff to meals and snacks during the week 9 module break when students are not in attendance.

### **High Quality Instruction**

**Rating:** PROFICIENT [7 of 7 components met]

**Students actively engaged in class** (Yes). Review team members observed all students engaged during classroom observations. **Early warning system for academic interventions** (Yes). Teachers at OBR Fairhill are required to update grades in PowerSchool on a weekly basis. Students receive progress reports every two weeks and end-of-module final grades every eight weeks. Program administrators compile a report of each student's progress, and students are grouped into three tiers based on their academic performance and attendance. The three tiers represent students who are in good standing, those who are getting off-track, and those who are failing multiple classes or have very poor attendance. **Students enrolled in the courses they need to meet graduation requirements** (Yes). OBR Fairhill presented rosters and credit profiles for a group of students. All students were rostered in the appropriate courses that they need, to meet requirements for graduation. **Program has identified students eligible for Keystone Exams** (Yes). OBR Fairhill presented their list of students eligible for Keystone Exams by subject area and test administration date. **Strategies used to prepare students for Keystone Exams** (Yes). OBR Fairhill's Biology, English, and Algebra teachers ensure that eligible content from Keystone Exams are included in their storyboards. The program's Dean of Academics oversees storyboards and makes suggestions as necessary to ensure that students receive the lessons they need in order

to be prepared for Keystone Exams. In addition, quizzes and tests that teachers create include the style of questions students will see on the Keystone Exams. In terms of writing, students receive a graded, written assignment at least once every two weeks in all of their classes. Written work is graded according to the Keystone Exams writing rubric. **Postsecondary bridging plan** (Yes). OBR Fairhill rosters all students for seminar classes that focus on postsecondary bridging. Students are rostered for seminar classes based on when they enter the program and when they are projected to graduate. Each seminar course builds upon the previous one taken. Students eligible for graduation take the Senior Seminar, which creates a bridge for them to postsecondary options. **Postsecondary exploration and preparation** (Yes). In Senior Seminar, students complete all of the activities necessary to ensure successful full-time employment or college matriculation after high school. Students complete resumes, college applications, financial aid applications, and cover letters. Students explore their career interests and complete a final product that includes a professional portfolio of their work. This year, One Bright Ray has invested in a Director of Postsecondary Supports and one Postsecondary Counselor at each program site. These individuals have the primary responsibility of ensuring that students have all that they need from OBR's programs to plan for successful postsecondary experiences.

### **Talent Development**

**Rating:** PROFICIENT [7 of 7 components met]

**Common planning time for teachers** (Yes). OBR Fairhill presented its daily schedule that includes common planning time for teachers at the end of each day. The program also has program-wide common planning time every Wednesday. **Differentiated staff supports** (Yes). OBR Fairhill's Dean of Students, Principal, and Dean of Academics all work to support the individual needs of teachers. These leaders rely on classroom observations and classroom-level trends to determine the areas in which teachers may need professional growth and support. Program leaders meet with teachers to devise growth plans, which are monitored through observations and data. **Staff turnover** (Yes). OBR Fairhill was able to provide data on staff turnover and the reasons why staff chose to leave the program. **Professional development calendar** (Yes). OBR Fairhill presented its calendar of professional development topics for the year, which is subject to change based on the emerging needs of staff. **Staff selection process** (Yes). One Bright Ray, Inc. posts open positions on employment websites such as Indeed.com and PAREAP.net. Candidates go through two interview panels- one with the organization's Chief Executive Officer and the other with administrators from the program. **New staff induction** (Yes). OBR Fairhill hosts new staff induction during the summer prior to the start of the school year. The program provided evidence of its new staff orientation, which includes topics related to OBR's culture, expectations for instruction, and professional development on project-based learning. **Principals conduct regular observations and provide constructive feedback** (Yes). OBR Fairhill's Dean of Academics conducts informal classroom observations daily, and all teachers receive one formal observation each school year. The program presented a sample Individual Growth Plan for teachers, which is used to support teachers with specific areas of improvement. The program also provided evidence of the feedback that teachers receive from observations.

## Data

**Rating:** PROFICIENT [4 of 4 components met]

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