Mid-Year Evaluation
One Bright Ray Community High School - Simpson Campus

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

Site Visit Date: Monday, December 11, 2017, 8:30 am

Contract Term: FY 2018-2022

Child Count Compliance: 93.75%

Program Capacity: 270

Percent of students attending at least 85% of school days: 59.7%

Site Visit Review Team:
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Program Staff:
Kimberly Colon, Director of Educational Support, One Bright Ray, Inc.
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Stephanie Soto, Social Worker, One Bright Ray Simpson
Elizabeth White, Dean of Students, One Bright Ray Simpson
Jennifer Santiago, Director of Student Services, One Bright Ray, Inc.

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). Twice per year, the program administers the Test for Adult Basic Education (TABE) schoolwide. This assessment provides program staff with information about each student's reading and math grade levels. Students who test below the fifth grade level in reading and/or math are placed in the program's TABE Academy. TABE Academy is an in-house intervention comprised of one English section and one Math section, in which students meet five days per week for thirty minutes per day. In these sessions, students receive computerized instruction customized to address their reading and/or math skill gaps. During the intervention block, teachers incorporate a blended learning instructional model to maximize time. Within this model, they provide direct instruction, facilitate small group instructions, and allow students to work independently on lessons outside of the digital program. The program requires students to complete a certain number of hours, and teachers can adjust students' online learning pathways, as necessary. When students are retested, those who improve their performance on the TABE may exit the intervention block. TABE Academy is in its pilot phase, however, if this intervention approach is effective, program staff will implement this strategy schoolwide. Additionally, each student in the program is expected to increase his or her reading and math performance by two grade levels prior to graduation. Program teachers employ several instructional strategies to support this goal. These strategies include differentiated instruction, "writing across the curriculum", scaffolding, and integrating math formulas into science instruction. Teachers in every subject area are well-trained in differentiation, and all subject area teachers are expected to utilize a "writing across the curriculum" rubric when assigning and assessing writing assignments. It is the expectation that all teachers regularly differentiate their instruction and utilize the "writing across the curriculum" instructional strategy. For example, an English teacher may provide texts at various reading levels during a lesson. Also, a science teacher may use a computer program to determine the lexile level of various science articles to ensure that he/she is providing texts at each student's reading level. In regards to strategies outside of the TABE Academy for numeracy skill-building, program staff mentioned that when possible science teachers may require students to solve math formulas that are relevant to science lessons, as well as provide visuals related to those formulas.

Retention plan implementation (Yes). All teachers and program staff members are highly attuned to student attendance, academic performance, and well-being. This approach is critical to the program's retention plan. When staff members first notice negative patterns in either area, the appropriate staff member intervenes immediately. In support of this approach, each campus has a social worker who works closely with an attendance coordinator when attendance issues arise. Each day that a student is absent from school, an attendance officer calls home. When a student has been absent for five or more days, a staff member makes a home visit to determine the wellbeing of the student and family, as well as identify and create a plan to overcome obstacles to attending school. The school's emotional support team provides support throughout this process. This support often includes in-school support, as well as securing outside resources when necessary. The program has developed partnerships with several community programs to identify and secure these outside resources. Community programs include the ELECT (Education Leading to Employment Career Training) Program, as well as the JEVS (Jewish Employment and Vocational Service) Program, through which students may

complete an internship and earn three (3) credits. Program staff members also identify their restorative practices as an effective element of their retention plan. One Ray Community High School-Simpson Campus (OBR Simpson) believes approaching discipline using this strategy greatly reduces suspensions. In lieu of suspensions, staff members hold parent conferences, teacher conferences, as well as restorative conferences to help students understand and correct negative behaviors. Additionally, when students are having a bad day, program staff members have conversations with them to help get them back on track. Program staff are also expected to be responsive to students' emotional needs, as well as seek out the root causes for disruptive behaviors so they can be addressed. OBR Simpson's teachers are encouraged to adopt the worldview that students are not bad, but they may be dealing with a bad situation on a particular day. The program also employs an incentive program which contributes to student retention. Additional retention strategies include the practice of making positive phone calls to parents, partnering with the Educating Communities for Parenting (ECP) Program to support students in the program who are parents, as well as having the Emotional Support Counselor coordinate with personal therapists with permission of the parents and students. Students may also take advantage of the Mid-Module restart option, which allows students to reset if they have reared off track at the beginning of the module. **Orientation for new students** (Yes). The program requires students to participate in a two-day orientation program. During this program, students create a life map. The life map is a project that that requires students to identify and describe where they are in life now, as well as where they would like to be in the future. This project begins the postsecondary planning process for students, and completing it also provides them with experience in project-based learning, which is one of the main instructional strategies within the program. The project also includes an essay based on the life map. During orientation, students also have the opportunity to meet the teachers and staff members with whom they will interact with after enrollment. During these introductions, students learn the various roles of each staff member they meet. Additionally, at orientation, program staff provide students with an overview of the partnership with Harcum college, as well as a detailed presentation on the program's expectations for student conduct. Students also participate in a campus tour. On the second day of orientation, the program invites parents to participate. During the second day of orientation, parents are informed about the school systems and expectations for parent involvement, learn what a typical day will be like for their students once they begin the program, and meet program staff and teachers. Additional topics that are covered during orientation include school uniforms and incentives. **Family engagement plan** (Yes). OBR Simpson begins engaging families during the intake process and program staff continue with various engagement strategies until students graduate. Opportunities for family engagement include report card conferences, FAFSA (Free Application for Federal Student Aid) Night, consistent communication through an email listserv for parents, as well as an Open House. In addition to these events, the program employs an open-door policy. Parents are welcomed to visit the school and call anytime. The program staff are committed to returning all phone calls within twenty-four hours. **Individual graduation plans** (Yes). Program staff track student progress towards graduation. Every two weeks, each student receives a progress report. In addition to bi-weekly progress reports, students also receive Mid-Module reports. Mid-Module reports are printed out and delivered to students by teachers during the last period of the day, and program staff members discuss these reports with students the next day. Additionally, the program utilizes PowerSchool, an online learning management platform, which serves as a gradebook and a detailed student information system. All members of the school community have access to PowerSchool, including parents, administrators, teachers, staff, and students. Through the PowerSchool application, students and parents receive notices about missing work, grade changes, attendance, etc. Students also have ample opportunities to make up missing work during scheduled sessions before and after school. Conversations occur the next morning during make up time. Program staff members reported that students and parents love the PowerSchool application and use it regularly to track their own academic progress. Individual graduation plans also include diligent monitoring of student rostering and credit attainment of each student. Data Specialists within the program, input and constantly update this information in PowerSchool. PowerSchool also has a feature which lays out the graduation plan for each student. In addition to being able to access this feature online, students, parents, and

program staff can also view the status of each student in the hallways where updated statuses are posted. Status updates include student progress toward completing graduation requirements, as well as progress toward completion of postsecondary assignments. Required postsecondary assignments include, three job applications, three college applications (trade, four-year, and/or two- year institutions), and completion of the FAFSA. Students must complete these postsecondary assignments independently with support of the postsecondary counselor. Additionally, there are many opportunities for students to take the PSAT and SAT for free, including two schoolwide administrations of the test in October and March.

Family and Community Relationships

Rating: PROFICIENT [5 of 5 components met]

Parents surveys (Yes). OBR Simpson distribute parent surveys at orientation, as well as during report card conferences. The survey poses questions designed to gauge parents' perspectives about the program, including questions about how they wish to receive communication. An example of how the program has used the survey to enhance the experiences of parents and students is that they updated their PowerSchool system to provide parents up-to-date information on their enrollment status. In addition to the program survey, parents are also asked to complete the School District of Philadelphia's survey at the end of the year. Program staff provide incentives to encourage parents to complete the survey. **Parent/community outreach** (Yes). The program utilizes an email listserv to communicate with parents. They also host an Open House where parents can meet with program staff members and learn more about program. Additionally, program staff conducts home visits if there are attendance and/or academic concerns with a student. During the visit, additional resources are provided to address concerns or barriers that have been identified. **Communication logs** (Yes). Program staff tracks and monitors communication logs through PowerSchool. Parents can also access their student's log and review communication that has occurred between the parent, student, and the school. Program staff also reach out to communicate positive news to families. **Strategy to improve family engagement** (Yes). The program host Open Houses regularly. During these events, parents have an opportunity to meet program staff and to learn about the program. Program staff also bring in community resources to support parents (i.e. FAFSA workshops and Educating Communities for Parenting (ECP) programs). Staff members also hold parent conferences to address issues or concerns with students in hopes that the student, parent, and staff will be able to identify barriers to the student being successful in school, and find resources to support the student in overcoming those barriers. **Partnership with employers and postsecondary institutions** (Yes). OBR Simpson has forged a partnership with JEVS Work Ready. This program provides experience in various professions within the field of law. When a student completes this program, he or she receives three (3) credits towards graduation. Additionally, in the evening Harcum College holds classes on campus. Upon graduation, students in the program can enroll in Harcum College through a seamless process. The ECP program also provides information and programming that support students in building positive relationships with their children. The program has also developed partnerships with the following institutions: Community College of Philadelphia, Esperanza, The Art Institute of Philadelphia, the Jean Madeline School, Empire Beauty School, Lincoln Tech, the National Guard, Orleans Tech, and the Automotive Training Center.

School Safety

Rating: PROFICIENT [6 of 6 components met]

Average daily attendance (Yes). Program staff provided a report indicating that 265 students are currently enrolled and the average daily attendance (ADA) is 68%. On the day of the visit, 179 students were present and 86 were absent. **Number of students present in each classroom** (Yes). The following number of students were present by class: World History - 23, Science - 22, Algebra - 21, English - 25, Geometry - 16, Arts & Humanities - 25, American History - 27, Spanish- 20. **Use of Scholarchip with fidelity** (Yes). OBR Simpson is no longer able to print reports from the School District's Scholarchip attendance system. There are district-wide challenges with the Scholarchip system, thus the program is currently using an alternate method to track attendance through Schoolnet, which means that they use Scholarchip to take attendance daily. **Attendance policy & truancy plan implementation** (Yes). The school administrator responsible for attendance plans and procedures communicates with the Emotional Support Team (Social Worker and Director of Emotional Support) daily to re-engage students who demonstrate poor attendance patterns. These program staff members work together to identify best practices to support student needs. When a student misses one day, program staff call home. When a student misses three days, program staff reach out to the student again. When a student misses five days of school, the social worker makes a home visit. If the student is at home when the social worker visits, best practices are utilized to re-engage the student and ensure that he or she comes back to school. If the student is not at home when the social worker visits, a letter is left. In cases where a student has not returned to school in ten days, the social worker will make another home visit to follow-up and employ additional re-engagement strategies. After these interventions, if the student does not re-engage program staff will provide him or her with alternatives options to obtaining their high school diploma. The program's action plan includes the following plan to improve the ADA: Step 1- Gather and analyze data to create action plans, Step 2 - Track poor and low attendance trends, Step 3 - Streamline orientation procedures targeting low attendance and tardiness, Step 4 - Initiate school procedures to establish a positive school culture, Step 5 - Strengthen restorative practices, and Step 6- Improve access to mental health and other services. **Orderly daily routines and transitions** (Yes). Upon arrival, review team members noted that program staff ensured students signed in and showed identification. Each student who entered the building, was dressed in the school uniform and went through the search process. Both transitions to class and transition to lunch were orderly.. **Program-wide positive behavior system** (Yes). The program has created a new category, "Positive Behavior" within their universal student grading policy. This category now appears in the teacher gradebook within PowerSchool. This category is 15% of the students' grade in each roster class. Positive behavior points are entered into the centralized system as one weekly grade (2 points per day maximum). If the student earns a pink slip during the class he/she loses behavior points for that day, but the student has an opportunity to earn back one of the positive points by meeting with the teacher to restore the relationships. Students must meet with the teacher on the same day or within three days. Additionally, students receive academic pins, achievement pins, and trip pins to display on their lanyards as positive incentives. Students can also receive a ticket for demonstrating positive behavior in class. Each Friday, program staff conducts a drawing through which students may win an incentive such as a gift card.

Positive Environment

Rating: PROFICIENT [4 of 4 components met]

Engagement of students and families in building positive environment (Yes). Program staff described specific efforts to engage students and families in building a positive environment. During the academic year, program leadership hosts an Open House for parents and families to attend. To demonstrate various engagement efforts, program staff provided parent sign-in sheets, Student Services phone logs, and Emotional Support communication logs. The program also recently implemented an email listserv. The email listserv is utilized as a helpful communication tool to send out announcements, changes in the academic schedule, graduation information, SAT resources, as well as college and career fair information. All of this information is available to

both parents and students. Additionally, parents are invited to attend orientation, and they have the option to take part in the initial interview process. During orientation, parents are engaged after students have the opportunity to speak privately and freely with program leadership. Before parents are brought into the interview process, program leadership ensure that they respect the student's confidentiality in the event that they would like to share information that would be helpful to program staff in supporting their needs. This information could include the fact that the student may be expecting a child or has not shared their sexual orientation with their parents. Additional engagement activities include hosting a Free Application for Student Federal Aid (FASFA) Night. According to program staff, this event has a large parent turn out. When students are chronically absent, the program's social worker uses home visits as an opportunity to engage parents in a one-on-one meeting to review attendance and academics and identify other barriers to success. As a team, program staff conducts positive phone calls. OBR Simpson also encourages parents to attend conferences to review the academic standing of their child. These conferences are attended by the social worker as well as the counselor. Program staff also include parents and families in their restorative practices. Program leadership noted that every summer they send five staff members to a four-day restorative practices training. Staff members who attend this training, return and cross train other staff members. Through this training, program staff learn how to connect with students, build relationships with students, and deal with behavior issues as they arise in a way that allows students to have a voice, as well as incorporate alternative options to suspension. Program staff noted that applying continuum and restorative practices in their program has changed how classrooms are facilitated by teachers and help both teachers and students form a bond and build mutual respect. The various strategies and practices are shared with parents and families at conferences. **Respectful interactions between staff, students, and families** (Yes). Review team members observed respectful interactions between all members of the learning community. **Staff has a good rapport with students** (Yes). Throughout the visit, the review team observed respectful interactions between staff and students. All staff members appear to have a good rapport with students. Program staff noted how they hold hallway conferences for any student who needs to be redirected. Review team members observed hallway logs displayed outside of each classroom. The program articulated how hallway conferences allow staff to have a good relationship with students. During these conferences a student will communicate what is bothering them. Together, the student and staff then identify next steps and options to address the concerns and move through them. Both teachers and students initial the hallway conference log, which holds the student accountable. **Team building activities for staff and students** (Yes). Program staff participates in weekly meetings to check in on staff and to learn about any struggles teachers may be experiencing, as well as address upcoming concerns for the following week. Additional team building activities include a Fall Festival where students enjoyed a Disc Jockey (DJ) and face painting, as well as a Thanksgiving potluck during which all teachers cooked and students enjoyed an unlimited amount of food. Also, staff members have attended many off-site events together, such as baseball and football games, holiday events, and a mandatory prom for adults for all three OBR's campuses. Program staff presented a "Team Building Photo Collage" to the review team, which contains photos of staff at various team activities. Students also have the opportunity to win the "Phoenix Award" which is for students who have received academic honors in every module since they have been enrolled in the program. The program also has an 85ers Club, which is for students who have high attendance and grades (85% or higher). Additionally, students are provided many incentives for attendance and academic achievement such as trips to Sky Zone, the aquarium, roller skating, and dining out at a restaurant. Lastly, students are recognized at graduation ceremonies which parents and families are strongly encouraged to attend.

High Quality Instruction

Rating: PROFICIENT [7 of 7 components met]

Students actively engaged in class (Yes). During classroom visits, students were engaged in class and teachers appeared to be invested in the program. Teachers modeled how to annotate text, involved students in class by reading aloud or scribing at the board, and had some form of note-taking expectation in class. All classrooms had objectives posted, essential questions, and word products. Grading policies, cardinal rules, norms, and the program continuum were visibly posted in all rooms. Both science classrooms had hands-on activities incorporated into the lesson (blood splatter experiment in the Science Elective and warm water submersion effects in Physical Science). Review team members, however, recommended that teachers take advantage of opportunities to take on more of a facilitator role to implement teaching strategies that place more of the "heavy thinking load" on students. Example 1: Insist that students use academic vocabulary and understand what it means. When reading an excerpt, pause to ask students what terms mean rather than immediately telling them. When students use general words like "jawn" and "the thing", ask students to use the appropriate term or tell them and have them repeat it when re-stating their answer. Example 2: Vary strategies for calling on students to hold all students accountable. In all of the classrooms visited, students either called out answers or teachers called on raised hands only. When students know that someone else will call out the answer or the student with the raised hand will be called on, it unintentionally gives a free pass to students who do not volunteer to offer their thinking. **Early warning system for academic interventions** (Yes). Program staff submitted Early Warning Signs Indicators, including sample student progress reports, which contained grades for each class and absences. The program also presented documentation of students who are parents and pregnant. To identify students who may struggle academically, all students take the TABE with a frequency of 2x/year program-wide. If students' TABE scores indicate that additional support is needed, they are assigned to the program's TABE Academy (described in the Vision for Learning domain). Within the TABE academy, students must complete a certain number of hours on the online adaptive program, and there are two teachers in the room. Teachers can pull students into small working groups during this time. Teachers may also adjust the online lessons to meet student needs. These adjustments include changing lessons, levels of lessons, as well as assign tests so that students have the opportunity to test out of the intervention. These classes are 30-minutes long and inserted within lunch period time. For in class supports for struggling learners, there has been professional development for teachers in differentiation which includes scaffolding, formative assessments in every storyboard, a shared drive with resources, and providing students with the same material but at different reading levels. Progress reports are provided to students every 2 weeks so they know their grades. Mid-Module reports are provided every 4 weeks. Every 6th period on progress report day (Tuesdays due to higher attendance) these reports are printed from PowerSchool and the Dean distributes to 6th period teachers. The teacher distributes to students and conversations with students are had the following morning during make-up time. PowerSchool is used as an online gradebook in addition to the tools available through the School District of Philadelphia (SDP) Student Information System (SIS). Students and parents receive logins to these systems, which allows them to track progress, including tracking absences by class period. Students and parents are are encouraged to download the Powerschool application. Within the program, students have the opportunity to make up work and receive academic support each morning before school. **Students enrolled in the courses they need to meet graduation requirements** (Yes). Program staff provided student documents which included a graduation requirement checklist. On the back of this form is the list of courses that students must take and the number of credits required in order to graduate. When students earn each outstanding credit, it gets highlighted. Students closest to zero day (no days remaining before they meet all graduation requirements) are prioritized for classes to ensure they get what they need in order to graduate by the determined time. **Program has identified students eligible for Keystone Exams** (Yes). Program staff members provided a list of students eligible for the literacy, math, and biology Keystone Exams. An additional report was provided showing the schools in which students were last enrolled. A score report was also provided for all students. **Strategies used to prepare students for Keystone Exams** (Yes). The program provided a sample powerpoint that is given to students in preparation for Keystone exams. This powerpoint explains to students why they take the Keystones. This presentation also contains test taking tips. As a strategy for Keystone exam preparation, lesson plans

(storyboards) should be aligned to state standards throughout the academic year. **Postsecondary bridging plan** (Yes). OBR Simpson 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. **Postsecondary exploration and preparation program** (Yes). During orientation, students create a "Life Map" which includes their plans and goals for life after high school graduation. This Life Map is given to a postsecondary counselor, kept on file, and referenced throughout the student's experience in the program. For example, program staff reference this when engaging students in career exploration, building resumes, securing letters of recommendations, and working on job applications. The program also facilitates "Tabling Thursdays" during which representatives from various postsecondary institutions (trade schools, two-year or four-year colleges, corporations, armed forces, local community organizations) engage with students around information tables set up during lunch on the program campus. Program staff also organize trips to college fairs, and they host college and career fairs on campus; eighteen (18) organizations participated in the most recent college fair on campus. In order to graduate, students are required to complete three (3) college applications and three (3) job applications. Parents and students are also invited to complete the FAFSA with the assistance from program staff and community partners during FAFSA Night, which is hosted by the program.

Talent Development

Rating: PROFICIENT [6 of 7 components met]

Common planning time for teachers (Yes). Program teachers are provided a regular opportunity for horizontal alignment with planning time (e.g., ELA and Math teachers have common planning time). In addition to scheduled professional development sessions, teachers have 45 minutes after dismissal during which they can get together to work on various projects. Some teachers take it upon themselves to share information and collaborate (e.g. The art teacher is new to campus, and he has lots of material, so he is making connections to core content classes). Also every Wednesday there is a ½ day of planning time. When students are off during Week 9 of each module, teachers have ample time to work and plan together. On the Wednesday prior to the visit, the program hosted a professional development session on scaffolding and rigor. Program leadership intentionally grouped teachers so they could talk about their work, upcoming lessons, and share student work, etc. All teachers at OBR Simpson use the storyboard format for their lessons. Review team members recommended formalizing structures for teacher collaboration (i.e. providing expectations for co-planning and perhaps co-facilitation) and consider supporting teachers in observing each other in action. **Differentiated staff supports** (Yes). The Dean of Academics has weekly meetings with teachers. During these meetings, she helps teachers develop their individual growth goal and discusses supports to help them achieve their goal. The Director of Curriculum and Instruction supports the Dean of Academics across all three campuses. The Dean of Academics helps create action plans for teachers who are struggling. These action plans include concerns, expectations, documentation, and supports. Review team members recommend the program think about how they are explicitly creating individual and group development opportunities for teachers based on their areas of need, and that they be explicit in the professional development plan about what opportunities they are creating and why. **Staff turnover** (No). Program leadership was unable to share staff retention or staff turnover data. Program staff mentioned that the campus has experienced some turnover in recent years and shared the following: The principal turned over this year; There is a new art teacher and new science teachers (now certified). Much turnover is due to expansion; current staff members are moved into new roles as they open up. Also two years ago the program opened a new campus so some teachers moved into new roles at that campus. The program's approach is to promote from within, particularly for leadership roles. Program leadership discovered that it is effective if leaders are placed in Dean of Academics or Dean of Students roles before being promoted to principal. Review team members recommended that In addition to creating systems/structures to capture staff retention and turnover, the staff should also create an exit interview process for staff who leave so

program can gather data about why staff members leave, and use that data to inform changes and improvements to talent practices (e.g., improve or change supports for teachers, etc.). **Professional development calendar** (Yes). Program leadership indicated that they set the vision for teacher and leadership professional development offerings by talking to teachers and leaders to gain an understanding of their needs. To determine if professional development sessions were successful, program staff ask for teacher feedback and also look for growth pertaining to the professional development topics during classroom observations after each session. Program leadership provide formal coaching and facilitate feedback sessions on a specific day each month. Program staff provided a sample agenda for curriculum and instruction professional development, as well as an agenda for a professional development session in August (6 hours of Act 48 credits). From the agenda, it was apparent that the session was differentiated to meet the needs of new and returning teachers; there were also group activities. Review team members recommended adding objectives to professional development agendas so that staff understand what they should know and are able to do as a result of the professional development session. Review team members also suggested giving a survey after sessions to gauge whether the objectives were accomplished. **Staff selection process** (Yes). Program staff presented a clear interviewing and hiring process with specific interview guidelines for various types of teachers. Within the program, OBR Simpson has established a system to coordinate interviews across campuses. If the program is interested in hiring a candidate, program staff arrange for her or him to meet with program staff to determine if the candidate is a good fit. When determining if a candidate is a good fit, program leadership seeks teachers who have experience, as well as those who are coachable and are willing to adapt to the program's unique approach. During the hiring process, program staff also seek candidates who are collaborative, those who will fit in with fellow teachers and relate to students. Additionally, certifications, teaching experience in general, as well as teaching experience in Philadelphia and experience in urban education are critical factors when hiring. OBR Simpson also works to build a diverse staff, including a balance between male and female teachers, as well as teachers who represent the student body in terms of race, religion, etc. **New staff induction** (Yes). Teachers who are new to the program participate in a three-day orientation in August. Key topics covered during this orientation include the program mission and model, curriculum planning, developing driving questions for student lessons, final student products for project-based learning, developing storyboard objectives, lesson structure, rubrics, PowerSchool, and restorative practices.   **Principal conducts regular observations and provide constructive feedback** (Yes). Throughout the year, the principal conducts eight informal observations of each teacher- two per module. After each observation, the principal provides each teacher with a "bite-size " action step that the principal should be able to observe when she returns to that teacher's classroom the following week. The principal conducts one formal observation per year for each teacher. This observation includes a pre-conference, classroom observation, and post-conference. The program's system for teacher coaching includes a communication log which only the teacher and administrator can view, as well as an action plan. When teachers require support in a particular area, the teacher and administrator create an action plan to identify which steps will be best to make teachers stronger. All observation notes are kept in one shared drive; formal observations are documented in formal memos. Review team members recommended that the program look into differentiating coaching for new teachers, particularly given that there are several new teachers on staff.

Data

Rating: PROFICIENT [4 of 4 components met]

Strategy to track student academic progress and provide interventions (Yes). Teachers in the program enter TABE data into PowerSchool. This enables teachers to track where students are academically and determine if they need to be placed in TABE Academy. Program staff generate individualized progress reports every two weeks to gauge how many students are failing and the reasons why (i.e. emotional support, transportation, schedule). Based on the data gathered, the program implements interventions such as student check-ins,

academic contracts, parental conferences, storyboard adjustments, modified rosters, and decreased caseload of courses for students. **System to collect and analyze data** (Yes)**.** Program staff articulated the following systematic elements to analyze data: PowerSchool, Credit Sheets-Historical Credits, Discipline Log Entry, Home Visit Log, Social Service Data Collection Meeting Log, and Postsecondary Data Collection Meeting Log. The collective systematic approaches help program leadership drill down to the student-level and guide strategies to boost literacy and numeracy skills. **Program improvement plans and related data reports** (Yes). Within the program, program improvement plans and related data reports are identified and implemented through their Middle States Accreditation Action Plan, to improve academic achievement and track progress. The goal of the program is to continuously demonstrate improved academic achievement as measured by: (1) Test of Adult Basic Education (TABE) Reading Test, (2) Test of Adult Basic Education (TABE) Math Test, and (3) TABE Skills: Pre and Post-Course Assessments, through the seven steps below: Step 1: Gather and Analyze Data to Create Action Plan; Step 2: Update TABE Test Policy/Procedures; Step 3: Understand and Use TABE Skill Level Data in Classroom Instruction; Step 4: Alignment of TABE Skills to Core Curriculum Standards (Math/English); Step 5: Increase Awareness/Importance of Learning Skills; Step 6: Incentive, Rewards, Recognition; and Step 7: Pilot Leveling and/or Instructional Delivery Model. Moreover, the program will use the Alternative Education Progress Report (AEPR) to conduct a system-wide assessment and determine areas needing improvement. **Formative and summative assessments** (Yes)**.** Teachers within the program constantly check for understanding to ensure that students are gaining mastery and to determine if they are ready to move on to the next concept. Teachers use exit tickets to formatively assess student learning and adjust planning accordingly. Written assessments are provided to students within 48-hours as per rubric guidelines. The Principal and Dean of Academics observe teachers in practice and give feedback on how they are providing differentiated instruction for students. Lastly, the program uses Keystone and TABE scores as formative and summative assessments for baseline data and growth for reading and mathematics.