



INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program’s contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough, interviews with key stakeholders, and observations in the classrooms.

GENERAL INFORMATION

Walkthrough Date: April 11, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

3133 Ridge Ave Philadelphia, PA 19132

Phone: 267-571-1952

Webpage: <http://www.onebightraycommunity.org/>

INSTRUCTIONAL MODEL

The One Bright Ray Mansion Evening Program offers an accelerated high school program that allows adults of all ages to participate in evening classes to receive their high school diploma. Classroom instruction is supplemented by an online component.

PROGRAM LEADERSHIP

Marcus A. Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer

Kara Fisher, Director of Curriculum and Instruction

Arkadiy Yelman, Principal

WALKTHROUGH REVIEW TEAM

Dawnlynne Kacer, Executive Director, Opportunity Network

Dr. Tracy Ocasio, Director, Instructional Resources, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Cameo Posey, Assistant Director, Adult Education

Elvis Mucaj, Strategy Analyst II, Opportunity Network

PROGRAM OVERVIEW

One Bright Ray Mansion – Evening Program is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to develop academic skills necessary for credit attainment at the secondary level. The program is designed to allow students to obtain credits needed for high school graduation while developing the skills needed at the post-secondary level.

Daily Structure

- Students participate in one to three periods each evening Monday through Thursday based on personal schedule and credits needed
- Supplemental learning activities that are not credit bearing and seminars based on personal interest have been offered on Friday evenings based on student needs and interests

Teacher Feedback

- Site administrators provide teacher feedback using the Danielson model and offer informal feedback outside the evaluation process
- Lesson plans are posted in centralized locations for administrator review

Intervention

- TABE data is used to identify students for instructional opportunities to support successful course completion
- Instruction with a teacher is supplemented with access to an online program that personalizes learning based on the accompanying program assessment
- Teachers receive support for providing accommodations to diverse learners

Professional Development – the instructional staff have received feedback on the following topics:

- Professional development opportunities have been limited due to the master schedule and personal schedules of the instructional staff
- Teachers receive ongoing support for instructional delivery from program and central office administrators

Parent Communication – parent communication is not a specific component of this program as the result of the adult student population

- Parent communication as appropriate is provided by teachers during parent conferences
- Administrators provide ongoing communication as needed

Use of Data – the administration and instructional staff use the following to monitor student performance

- Students take the TABE assessment an average of two to three times per year
- Data walls are maintained by central office administrators
- Data dialogues occur with the program administrators during central office meetings

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There is a consistent welcoming environment across the program where teachers display interest in their students and the attempt to engage them.
- The enthusiasm of the staff and students is a remarkable aspect of this program resulting in minimal disruption to the learning environment and the supportive nature of the environment that was evident in each classroom.
- The students have input into their learning and work on completing specific content-focused tasks.
- There are expectations for school-wide behavior that have been put in place.
- The staff are focused on supporting the success of the students and attempt to address the varied needs of the adult population, who attend the program.
- Students who were interviewed indicated that they feel cared for by the staff.
- The academic work is supported by technology and an online component.
- There is a shared page for centralized materials and the standards have been identified for teachers.
- Teachers receive feedback on their lesson design and implementation.
- There were no disruptions to the learning environment in any of the classrooms observed and students were engaged in the work they were asked to do throughout the program.

PERFORMANCE SUMMARY ON THE THREE DOMAIN AREAS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	20	20	100
Domain II: Instructional Delivery	9	28	32
Domain III: Conditions for Learning	22	28	79
TOTAL	51	76	67

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School - wide rules and procedures operating effectively.					X
3. Classroom rules and procedures are operating effectively.					X
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.					X
5. Teachers display awareness of conditions.					X

Summary: The program has established school-wide expectations that have been effective in maintaining a safe and orderly environment at the program level. Program staff monitor the climate and respond to student needs. Staff and student relationships were highlighted during the student interviews as a positive aspect of the program. There were no disruptions observed to the learning environment in any of the classrooms observed. The students appeared aware of the policies and procedures. Students, who arrived late, appeared to know what to do to become immediately engaged.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>1. Teachers model the thinking and learning process.</p> <p><i>Teachers in most classrooms did not effectively use the gradual release model that is a cornerstone of the One Bright Ray programs. There was inconsistent evidence of scaffolding to higher levels of thinking and limited use of tiered questioning. Teachers did not consistently model the thinking and learning process or provide support for students before requiring independent thinking. In most classrooms, teachers did the majority of the speaking or had students completing worksheets that required low level performance after some direct instruction was offered. Teachers did monitor students with some frequency while they worked on the assigned work.</i></p>		X			
<p>2. Teachers make the curriculum relevant for their students.</p> <p><i>Teachers did not provide a rationale for the content they were teaching or assist students with making practical connections to the learning experience. There were few opportunities to connect student background knowledge to the content despite that the population of learners was more mature than students in the day programs.</i></p>			X		

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>3. Lessons are rigorous.</p> <p><i>Lesson activities and materials were not consistently aligned to grade level standards. Higher levels of thinking and complex materials were used less frequently providing students with inadequate opportunities to demonstrate grade-level thinking. Students did not consistently engage in thinking activities that would deepen their understanding of the content in several classrooms. Much of the required work was focused on memorization or low level application of the content students were learning.</i></p>		X			
<p>4. Students are working harder than their teachers.</p> <p><i>While a few teachers implemented a gradual release model, there were others that did not require students to complete grade level work. At times, teachers were offering lower level activities for students to complete. Many activities were centered on memorization and basic application. Students were observed to be engaged in some tasks in every classroom and were completing work as directed.</i></p>			X		
<p>5. Evidence of data is visible.</p> <p><i>There was no evidence of data visible in this program and it was unclear how teachers considered student data to tailor their lessons to meet student needs. The average performance on the TABE indicated that students are performing well below the high school level necessitating some differentiation to assist them with learning the content. Differentiation and scaffolding were not observed.</i></p>		X			
<p>6. Teachers question all students with the same frequency.</p> <p><i>Teachers questioned students infrequently resulting in some students responding more than others in many classrooms. Some classrooms offered little if any opportunity for students to respond to the content or to discuss the content they were learning. The focus of the tasks and level of the questioning was not at the level of the standard.</i></p>		X			
<p>7. Teachers ask all students questions at different levels of cognitive complexity.</p> <p><i>Questioning did not require students to engage in higher level thinking. Most questions were lower level questions that were below the level of thinking required by the standard.</i></p>		X			

Summary:

The evening program differs from the day programs operated by this organization. The student population is also more diverse where the adults have competing priorities. The staff works to support the students in being able to attend the program while continuing to

address their adult responsibilities through flexibility in the schedule and other social supports to assist them with being successful. The program has been in existence since October 2018 and the administration reported that they continue to examine ways to offer professional development to staff as its commitment to continuous improvement across the organization.

Opportunities for Growth:

1. **Support teachers in ensuring that their objectives are a direct reflection of the standard in terms of the student outcomes and the complexity of the thinking required by the student outcomes in the high school courses they are taking.** Consider how teachers might anchor the work in each lesson to furthering students demonstrating knowledge and skills required by the appropriate grade level standard assigned to the course they are teaching.
2. **Assist teachers with identifying the appropriate resources, complex texts and learning experiences to expose students to rigorous content and to connect them to practical real-world experiences.** Assist teachers with employing the research on adult learning theory that shows that it is more effective to connect learning to the background of the adults and to offer them an enhanced understanding of how the learning connects to practical aspects of life.
3. **Provide teachers with professional development to better construct activities and tasks that ensure mastery of the standards associated to the units in the courses they are teaching through daily lesson activities that increase in complexity in an effort to provide ample opportunities for students to demonstrate the skills and knowledge for each of the standards.** Consider how teachers might ensure that each lesson relates to providing students with opportunities to engage with the content and demonstrate appropriate standards - aligned outcomes that build to increased levels of complexity.
4. **Support teachers in identifying and implementing collaborative opportunities that will support student engagement as well as ensure that students are mastering the content through opportunities to summarize, respond and evaluate content experiences.** Assist teachers with understanding how to use these activities in such a way that it reinforces the academic content and behavioral expectations. Consider how applying the concepts of adult learning theory might support more successful student outcomes by incorporating using students background knowledge and opportunities to collaborate or respond to the content with a practical application of what they are learning.
5. **Support teachers in better understanding how to implement the gradual release model to provide opportunities for students to do the thinking.** Consider providing professional development that assists teachers with preplanning specific questions that provide them insight to student understanding at varied levels for the content they are teaching. Assist them with understanding how to select instructional strategies that support the gradual release of responsibility for learning and increased ownership of the standards-aligned outcomes through deepened understanding.
6. **Assist teachers with using the data available to them to provide appropriate supports, scaffolding and supplemental aids for students, who are significantly below grade level.** Consider providing professional development on the effective use of scaffolding, differentiation and supporting students with supplemental aids.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement.				X	
2. Teachers use a variety of engagement strategies. <i>Students were compliantly engaged in most every classroom. There were missed opportunities to allow the students to respond to the content. Students in each classroom appeared eager to discuss the content but were not given this opportunity. The balance of teacher-student talk was inappropriately high in regard to teachers doing most of the talking.</i>		X			
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students.					X
5. Teachers show interest in their students.					X
6. Students are appropriately responsive to teacher interactions.					X
7. There is evidence of the school-wide focus in the classrooms.				X	

Summary:

The One Bright Ray organization has articulated standardized components that are likely to ensure the necessary conditions for learning to occur; however, the learning conditions necessary for high levels of interaction with the content were mostly met at this site with this highly engaged population of learners. There is opportunity for improvement in terms of engagement and the students' opportunity to discuss the content they were learning. Intentional efforts have been made to share the norms, policies and procedures for ensuring the appropriate climate.

Opportunities for Growth:

1. **Assist staff with utilizing a variety of engagement strategies to promote appropriate interaction with one another while engaging in discourse about the content.** Consider professional development opportunities that might increase the teachers' knowledge of instructional strategies for increasing compliant and cognitive engagement.