

Instructional Walkthrough Report SY 2023-2024

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Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all 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.

Walkthrough Date: February 21, 2024

Contract Term: FY 2023-2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

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Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the program prior to the walkthrough and informed by observations as part of the formal Instructional Walkthrough.

Daily Structure

Program Snapshot

Enrollment 138

Instructional Model *Direct Instruction*

Daily Student Schedule

Full Day 7:30am-2:30pm

Wednesdays 7:30am-2:00pm

Course Frequency

Once a day or fives days a week

Class Duration

Core Courses 65 min

Number of Classes

Number of courses students can take 5

School Culture

Students participate in Community Building twice a week during OBR Seminar class for 35 minutes.

Core Curriculum Resources

Math Savvas

ELA Savvas

Science OBR-developed

History OBR-developed

Student Supports

- ✓ Small Group Instruction
- ✓ Co-Teaching/Push-In Support
- ✓ Community/External Partners (ex: ELECT, etc.)

Additional Supports:

This year, the program offers an academic enrichment period for students who are failing courses and need additional support (offered 4 times per week).

College & Career Readiness

- ✓ Service Learning Opportunities
- ✓ OSHA-10 Certification
- ✓ Internship Program
- ✓ CPR Certification
- ✓ 1-on-1 Counseling

Additional/Other Certification Opportunities:

The program works with Philadelphia Youth Network (PYN) to offer students paid internship opportunities.

Culture of Academic Success

- ✓ Honor Roll
- ✓ Public Recognition Awards
- ✓ Restorative Practices

Additional/Other Academic Success Practices

The program has ZERO day celebrations for graduating seniors, as well as student of the month awards and incentives for students showing growth in academics and attendance.

Program Overview

The table below summarizes the number of standards by category which met expectations consistent with contract requirements during the 2023-2024 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain	Program Performance	Total Possible	Average Rating	Category
Domain 1: Overall Management (Page xx)	14	20	3	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
Domain 2: Instructional Delivery (Page xx)	14	28	2	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
Domain 3: Conditions for Learning (Page xx)	16	28	2.3	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
Total	44	76	Overall Percentage: 58%	

Domain 1: Overall Management

Establishing Conditions Necessary for Learning	Observation Notes <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
1. Program Environment The program is welcoming and inviting.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	There was little redirection provided to students who were off task. In Geometry, almost half of the students were off task and watching movies, and the teacher did not address or seem to realize it. During observations, the focus was more on instructional delivery than engagement of the students. In Geometry and Algebra 2, the teacher did not circulate the classroom to see students' progress on the tasks.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.	There was little redirection provided to students who were off task. In Geometry, almost half of the students were off task and watching movies, and the teacher didn't address or seem to realize it. During observations, the focus was more on instructional delivery than engagement of the students. In Geometry and Algebra 2, the teacher did not circulate the classroom to see students' progress on the tasks.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>

Observation Summary

The program has created a warm and welcoming environment, with bright and cheery classrooms, and several staff members greeting students upon arrival and throughout hallway transitions. School-wide rules and procedures were extremely efficient, and the impacts could be seen and felt throughout the school building (including: bathroom procedures, hallway passes, uniforms, chromebooks, classroom supplies). In general, classroom rules and procedures also operated effectively. There were some observed off-task conversations or behaviors that went unaddressed. One area for growth in this domain is to increase teachers' awareness of what students are doing, particularly when given independent work or released to work on chromebooks. In several classrooms, students were watching movies on their chromebooks, and the teacher did not notice or address it. This can be improved by ensuring that teachers are doing "laps" during instruction, moving around the classroom and staying engaged with each learner.

Domain 2: Instructional Delivery

Establishing Conditions Necessary for Learning	Observation Notes <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
1. Instructional Modeling Teachers deliver content in a well-organized, clear, and accessible manner.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
2. Curriculum Relevance Teachers make the curriculum relevant for their students and connect to prior and future learning..	Content presented in AAH & Senior Seminar was relevant, but in math classes, no connection was made to real world or prior or future learning. In Biology, while the lesson was engaging, it wasn't based on a Biology standard.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
3. Curriculum Rigor Lessons are rigorous and based on grade level standards.	In Math, Biology, English, there was a lack of evidence of rigor and student ownership of learning. In AAH, more complex questions were asked. Lessons were based on grade-level standards, but content delivery and lesson activities were not rigorous across the board.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
4. Student Effort Students are working harder than their teachers.	During the observations, there were several missed opportunities for students to engage in higher order thinking. For students to truly own their learning, the student must be engaging in the analyzing, judging, comparing, etc. Students analyzing the text and providing multiple sources of evidence for contrasting ideas would be reflective of this standard.	Did Not Meet <i>(SY 2022-2023: ▼ Expectations Met)</i>
5. Classroom and Instructional Data Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation. Differentiation is visible.	In all classrooms observed, there was not evidence of differentiation or data collection for adjustments to lessons (mentioned or in real time). The groupings that did occur were not strategic (students could choose to be in a group or work independently).	Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i>
6. Teacher Questioning Frequently engages all students with the opportunity to think, speak, and write.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	In most classes observed, questioning techniques were lower level and did not lead to application of learning.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>

Observation Summary

In the majority of classrooms observed, lessons followed a clear structure, including an agenda, objectives, and closures. Teachers also incorporated opportunities for students write and speak in most classrooms observed. The program would benefit from focusing on increasing the teachers' toolkits for instructional strategies, promoting higher order thinking, and differentiating instruction. In both math classes observed, the teacher stood at the board (often times with back to the class) and lectured. There was very minimal opportunity for student involvement in these lessons. Senior Seminar was a highlight instructionally, students were aware of what they should be doing and had chosen topics that were extremely relevant to them. Students were working on a presentation, which shows a high level of student ownership and engagement.

Opportunities for Growth

Standard 4: Students are working harder than their teachers.

The program should establish an expectation for the structure of lessons, including how often students should engage in activities where they can own the thinking load and practice the objective skill or concept.

Opportunities to practice the skill and experience the full thinking load are critical for students to internalize the concepts. The book, "Total Participation Techniques" along with the activities in the curriculum resources chosen by the program should be considered when establishing and supporting this expectation.

Standard 5: Tracks and analyzes assessment data regularly to drive short and long term planning, re-teaching, and differentiation. Differentiation is visible.

The program should provide professional development and coaching for teachers on differentiated instruction.

By utilizing the data that teachers have (IEP present levels, STAR assessments, formative assessments, summative assessments), teachers should focus on developing small group instruction and scaffolds to grade level instruction instead of lowering the bar on grade level instruction for all.

Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
<p>1. Non-Engagement Teachers appropriately address non-engagement.</p>	<p>Awareness was inconsistent within classrooms and across classrooms. Missed opportunities to both be aware of non-engagement and also redirect when non-engaged.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>2. Engagement Strategies Teachers use a variety of engagement strategies.</p>		<p>Expectations Met <i>(SY 2022-2023: Expectations Met)</i></p>
<p>3. Student Engagement Students are actively engaged in the lesson.</p>	<p>There were several missed opportunities for students to be actively engaged in a rigorous way in the lesson. The level of student voice and engagement in the lesson varied, from none to approximately 80%. However, when students were engaged they were responsive to either the teacher or the observers.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>4. Peer Interactions Students are interacting appropriately with other students.</p>	<p>Observations of student interactions were varied - in some classrooms, there was no structured student interaction and in others with small groups, the students had activities and were engaging with each other in a way that drove student learning. When student to student interactions were planned, they supported student engagement. However, in classes where supports were needed (Geometry and Alg 2), there were no planned student to student (small group or pair share) interactions.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>5. Teacher Interest Teachers show interest in their students.</p>		<p>Expectations Met <i>(SY 2022-2023: Expectations Met)</i></p>
<p>6. Student Responsiveness Students are appropriately responsive to teacher interactions.</p>	<p>There were not often enough planned student to teacher interactions as part of the lesson. In some classrooms, there were no planned interactions or checks for understanding. In others, there were planned (or unplanned but lesson aligned) interactions but these were not always appropriate for student learning and did not serve as a model for student-teacher interactions.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.</p>	<p>Based on the program's self-identified focus areas: collaboration across content areas, engagement strategies for classroom, analysis level and above questioning and analyzing student data to drive instruction - these remain growth areas. Some classrooms had varied and supportive engagement strategies whereas others had a very limited range of strategies and few opportunities for students to own learning and engage with each other. Questioning, when present, was lower level, and not frequent enough to ensure that students remained on task and were understanding the content and also not inclusive of all.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>

Observation Summary

During observations, there was a strong sense of focus on the students and their interests, throughout the program, during instructional and non instructional times. Across observations, a variety of engagement strategies were observed, including: use of smartboards, chromebooks, student projects, and some class debates. The varied strategies were not present in all observed classes. Overall, the program would benefit from increasing teacher awareness of student engagement (several off task behaviors occurring behind chromebooks), and by building in more structured opportunities for student-to-student interactions through small group instruction. The program identified several areas of school-wide focus that were observed inconsistently throughout the day: collaboration across content areas, engagement strategies in classrooms, analysis level and above questioning, and analyzing student data to drive instruction. It is recommended that the program choose one clear instructional school-wide focus, and build this into every staff meeting, teacher coaching session, and PLC that is offered.