

Instructional Walkthrough Report SY 2023-2024

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: April 12, 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.*

Program Leadership: **Monica Hawk**
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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 272

Instructional Model *Direct Instruction*

Daily Student Schedule

Full Day 8:00am – 3:05pm

Wednesdays 8:00am – 11:46am

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:

The school also has an Engagement Support Team (EST) that supports students that may need to re-engage or get support with attendance. Additionally, ELD faculty on a rotating schedule support students with English Language needs.

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)	15	20	3.0	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
Domain 2: Instructional Delivery (Page xx)	16	28	2.3	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
Domain 3: Conditions for Learning (Page xx)	21	28	3.0	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
Total	52	76	Overall Percentage: 68%	

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.		Exceptional (SY 2022-2023: ▲ Expectations Met)
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Exceptional (SY 2022-2023: ▲ Expectations Met)
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met (SY 2022-2023: Expectations Met)
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	In English & Chemistry, the teacher did provide positive praise and feedback to students. In Algebra, the teacher tried to re-engage students multiple times, not often successfully. In some classes teachers ignored or were unaware of students not following procedures.	Nearing Expectations (SY 2022-2023: Nearing Expectations)
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.	In English, students got very off track from their planned lesson. In Spanish & Algebra, teachers made adjustments in real time to get more student input or check for understanding. In AAH, the teacher did not make necessary adjustments to engage and increase rigor and understanding.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)

Observation Summary

The program has created a warm and welcoming environment for both students and staff. Students and staff interacted respectfully, and in most classrooms, structures were clear and were followed. All students across all classrooms used a sign out sheet to go to the bathroom. Hallways were neat and clean and bulletin boards were decorated with academic focus areas. There are opportunities for growth with teachers' acknowledgement of students and awareness of conditions. In some classrooms, positive reinforcement of students was observed, but in others there was very little acknowledgement of students. The program would benefit from a more consistent approach across all classroom settings.

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..		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
3. Curriculum Rigor Lessons are rigorous and based on grade level standards.		Expectations Met <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.	Note-taking strategies were effective in Algebra 1 for students who had missed the first period. In Spanish, students did a learning styles inventory for the quiz and used real time data to inform instruction. However, in most classes, differentiation was not visible.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
6. Teacher Questioning Frequently engages all students with the opportunity to think, speak, and write.		Expectations Met <i>(SY 2022-2023: ▲ Nearing Expectations)</i>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	Questions were overwhelming in Domain 1 of Bloom's Taxonomy with restate being the most common and explain being the next most common. Higher order questioning for students includes judging, analyzing and comparing.	Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i>

In most classrooms, there was a clear and predictable flow of the lesson, with agendas, objectives, and closures/exit tickets observed. Real world connections were made throughout most observations to students' lives to increase interest and engagement. Spanish and Algebra 1 provided great examples of lessons based on grade level standards with appropriate rigor. There are opportunities to improve with student lift and cognitive complexity of questions. Please see the following for more specific guidance on opportunities for growth:

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 7: Teachers ask all students questions at different levels of cognitive complexity.

The program should provide professional development, coaching, and lesson plan feedback on the types of questions that students engage with during the lesson.

Focusing on the types of questions and tasks that students are given and the level of cognitive complexity will help to improve the questions. Also, during PLCs, teachers should discuss and consider the most relevant and effective methods for response, encouraging the use of techniques that engage everyone (such as Think/Pair/Share). Lessons feedback should ensure that lessons generally seek to challenge a majority of students with questions of greater complexity.

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
1. Non-Engagement Teachers appropriately address non-engagement.		Expectations Met <i>(SY 2022-2023: ▲ Nearing Expectations)</i>
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met <i>(SY 2022-2023: ▼ Expectational)</i>
3. Student Engagement Students are actively engaged in the lesson.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
4. Peer Interactions Students are interacting appropriately with other students.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
5. Teacher Interest Teachers show interest in their students.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		Expectations Met <i>(SY 2022-2023: ▲ Nearing Expectations)</i>

Observation Summary

The program's staff has built relationships with students and have an interest in who they are, and whether or not they are participating. The program has developed strengths in the areas of student responsiveness and teacher interest; with respectful interactions occurring between both. There are still opportunities for improvement in this domain– increasing the amount of group work, for example, will give students more opportunities to interact with each other and their teachers appropriately. The program should also equip teachers with a consistent approach to addressing non-engagement, including nondisruptive disengagement.