

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: February 27, 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 75

Instructional Model *Direct Instruction*

Daily Student Schedule

Full Day *Monday-Thursday
4:30pm-8:35pm*

Course Frequency

Once a day or 4 times a week

Class Duration

Core Courses 75 min

Number of Classes

Number of courses students can take *3 Classes in each of 3 Modules; 1 course in Summer*

School Culture

The program has an active student council, with student leadership that meets every other Thursday.

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:

Students can also engage in one course of credit recovery via Edgenuity each module. Students have access to a trauma-informed, culturally responsive, mindful-based group every Wednesday from 7:30-8:30.

College & Career Readiness

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

Additional/Other Certification Opportunities:

The program also has an ongoing project to create Art installations in their community as a service learning project. The program also works with 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 student-led fundraisers, trips, and cultural events throughout the year. The program honors high achievers in each content area, as well as a Phoenix Award for anyone who maintained Honor Roll each term until graduation.

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)	17	20	3.4	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
Domain 2: Instructional Delivery (Page xx)	14	28	2.0	Nearing Expectations <i>(SY 2022-2023: Nearing Expectations)</i>
Domain 3: Conditions for Learning (Page xx)	26	28	3.7	Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
Total	57	76	Overall Percentage: 75%	

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 <i>(SY 2022-2023: ▲ Expectations Met)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met <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.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.		Expectations Met <i>(SY 2022-2023: Expectations Met)</i>

Observation Summary

The program has created an exceptionally warm and welcoming environment for its students and staff. This includes the environment of the building (bulletin boards, cleanliness, etc), but also the music playing as students come in, the partnership with the CSA for fresh fruit and vegetables, and the relationships that are present with each student. The tone could be felt all throughout the observation period, with each student being acknowledged and treated with a sense of belonging and appreciation. One area for improvement in this domain is to ensure teachers are making appropriate adjustments instructionally when necessary, based on student feedback or observation of students.

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..	During the observation, there were some attempts from teachers to make connections to prior and future learning. There were missed opportunities to bring in real life experience and past life experiences.	Nearing Expectations <i>(SY 2022-2023: Nearing Expectations)</i>
3. Curriculum Rigor Lessons are rigorous and based on grade level standards.	Algebra 1 provided an example of rigor in instruction based on grade level standards, but several classes were close to standard or below grade level standards.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
4. Student Effort Students are working harder than their teachers.	In geometry and biology, lessons were not rigorous enough for the standards being taught.	Nearing Expectations <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.	During the observations, there was no differentiation observed of materials for individual students, or 1:1 support on specific skills. The use of data was not evident.	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.	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>

Observation Summary

In the instructional domain, the program had consistent and predictable lesson structures across classrooms, as well as opportunities within each classroom for students to think, speak, and write. Due to small class sizes, in some classrooms, the teacher and student interactions were more like a dialogue within a tutoring session. Opportunities for growth in this domain are focused around increasing rigor, and building upon students' past experiences to make connections to learning. Please see the following for more specific guidance on opportunities for growth

Opportunities for Growth

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.

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.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met <i>(SY 2022-2023: ▲ Nearing Expectations)</i>
3. Student Engagement Students are actively engaged in the lesson.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
4. Peer Interactions Students are interacting appropriately with other students.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
5. Teacher Interest Teachers show interest in their students.		Exceptional <i>(SY 2022-2023: ▲ Expectations Met)</i>
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Exceptional <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: Expectations Met)</i>

Observation Summary

OBR Mansion-Evening excels in Domain 3: Conditions for Learning. Despite all of the barriers that students face, the program staff continues to find ways to connect, eliminate barriers, and keep its' students on track to graduate. During the student interviews, the standard related to teachers showing interest in their students really became evident. During observations, teachers were extremely aware of their students' needs, and interactions were respectful and appropriate among students and teachers. One opportunity for improvement in this area is to build intentional pair or group work into lessons more frequently.