

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.*

Program Leadership:	Monica Hawk Chief Executive Officer	Anna Duvivier Chief Operating Officer	Dr. LaToya Johnson Chief Academic Officer
	Stephanie Finnin Principal		

Walkthrough Review Team:	Dr. Anh Nguyen Assistant Superintendent, Opportunity Network	Jaime Downey Director of Instructional Resources, Opportunity Network	Kia L. Woods Case Manager, Specialized Services
	Marcus De Vose Assistant Director, Transition & Alternative Education	Seth Morones Strategy Analyst II	Majeedah Scott Director, Multiple Pathways to Graduation

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 137

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 5
students can take

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 provides social and emotional support from social workers and counselors. The school also has an Engagement Support Team (EST) that supports students that may need to re-engage or get support with attendance.

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 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: ▼ Expectational)</i>
Domain 2: Instructional Delivery (Page xx)	10	28	1.4	Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i>
Domain 3: Conditions for Learning (Page xx)	15	28	2.1	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
Total	40	76	Overall Percentage: 53%	

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: ▼ Expectational)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met <i>(SY 2022-2023: ▼ Expectational)</i>
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met <i>(SY 2022-2023: ▼ Expectational)</i>
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		Expectations Met <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 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. Hallways were bright and cheery, with student work posted throughout, and academically focused bulletin boards. There are opportunities for growth with teachers offering more positive praise/feedback to students, as well as teachers making adjustments instructionally based on real-time student feedback or observations.

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
<p>1. Instructional Modeling Teachers deliver content in a well-organized, clear, and accessible manner.</p>	<p>There was not a consistent approach to lesson organization across classrooms— some classrooms had agendas, objectives, guided instruction, and closures, but in others, there was no clear structure for the flow of the lesson.</p>	<p>Nearing Expectations <i>(SY 2022-2023: Nearing Expectations)</i></p>
<p>2. Curriculum Relevance Teachers make the curriculum relevant for their students and connect to prior and future learning..</p>	<p>Attempts were made to call back to prior learning, however this was not consistently observed. In addition, other attempts were made to make the content relevant, however the execution was inconsistent or in some instances, ineffective.</p>	<p>Nearing Expectations <i>(SY 2022-2023: Nearing Expectations)</i></p>
<p>3. Curriculum Rigor Lessons are rigorous and based on grade level standards.</p>	<p>Some lesson plans reflected grade-level appropriate content, but the execution within the lesson was not present. Algebra and Spanish, for example, were on grade level standards, but not delivered in a rigorous way.</p>	<p>Did Not Meet <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>4. Student Effort Students are working harder than their teachers.</p>	<p>While students were generally observed to be on task across all classes, teachers largely owned the work, frequently answering their own questions, rushing through materials, and/or not bringing students in to participate, even minimally (eg, reading from the board, sharing out answers, etc.)</p>	<p>Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i></p>
<p>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.</p>	<p>There were several missed opportunities for differentiation. There was a clear disconnect between the lesson plans and the execution. There were also many missed opportunities for checks for understanding, scanning the room, or shifting gears if students are not understanding the materials.</p>	<p>Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i></p>
<p>6. Teacher Questioning Frequently engages all students with the opportunity to think, speak, and write.</p>	<p>While there was one class observed (English) that did frequently engage students in opportunities to think, speak, and write, this was not observed in any of the others.</p>	<p>Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i></p>
<p>7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.</p>	<p>In some classes, teachers did not question students at all, and in others, teachers only asked questions on recall, compliance, and/or did not give enough wait time for a response.</p>	<p>Did Not Meet <i>(SY 2022-2023: ▼ Nearing Expectations)</i></p>

Observation Summary

In the instructional domain, there were several areas for improvement. Aside from English which although was not rigorous, did have a high level of student engagement, several classrooms observed were teaching below grade level content, had low student interaction/engagement, and/or were teaching content that was not aligned with the course being offered. One of the core components of improving instruction will be improving the teachers' understanding and ownership of their curriculum. It is recommended that teachers at OBR Mansion receive intensive coaching and development on their standards, so that teachers have a clear scope and sequence, with standards, activities, and aligned content to their courses that are grade level appropriate. Please see the following for more specific guidance on opportunities for growth.

Opportunities for Growth

Standard 3: Lessons are rigorous.

The program should do a deep dive into curricular standards with teachers to increase understanding of rigor and content.

The program should consider partnering with an outside contractor or curriculum provider that can provide feedback and support in the development of teachers. School leadership, along with curriculum providers, can provide clear professional development on the curriculum and course expectations, and follow up with targeted observations in the classroom as well as through lesson plan reviews.

Standard 4: Students are working harder than their teachers.

The program should establish an expectation for the structure of lessons, including an expectation for group work, student presentations, and higher-order thinking skill development.

Once these expectations are established, school leadership can conduct targeted observations and coaching to teachers around the components of the lesson that support student lift and higher order thinking.

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.	In many cases, teachers addressed students' non-engagement. The dean supported the classrooms when redirection was unsuccessful, however, several students were noted as off task by either watching videos, sleeping, or disengaging with the activity.	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
2. Engagement Strategies Teachers use a variety of engagement strategies.	Teachers used multiple engagement strategies such as: Kahoot, videos, and chromebooks. However, for most classrooms, those strategies were not effective in creating an engaging learning environment with peer to peer or teacher interaction.	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
3. Student Engagement Students are actively engaged in the lesson.	In some classrooms, engagement was observed. However, students actively engaging in the lesson and remaining on task were not consistent across all classrooms.	Expectations Met <i>(SY 2022-2023: Expectations Met)</i>
4. Peer Interactions Students are interacting appropriately with other students.	Limited instances of student-to-student interactions were observed in classes. There were some opportunities for group work.	Nearing Expectations <i>(SY 2022-2023: Nearing Expectations)</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.	Most students were respectful and responsive to teacher instructions. There were some instances of students not cooperating at initial attempts of redirection.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.	The program ensured students had access to technology and use was evident in classrooms in the way of chromebooks and smartboards. There is opportunity to enhance Keystone-style, analysis level and higher order questioning and well as visible student thinking beyond recall.	Nearing Expectations <i>(SY 2022-2023: ▼ Expectations Met)</i>

Observation Summary

Although staff members were showing interest in their students, and attempting to build rapport with students, a school-wide approach is necessary. This domain was observed with some strong practices, but no consistency among classrooms. Non-engagement and off-task behaviors was prevalent, but typically with non-disruptive behaviors. There was no consistent approach observed for how to respond appropriately to this.