THE SCHOOL DISTRICT OF PHILADELPHIA
OPPORTUNITY NETWORK

One Bright Ray – Simpson Evening

Provider: International Education and Community Initiatives
d/b/a One Bright Ray, Inc.

Program Type: Accelerated
Grades 9-12

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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: March 18, 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

Kareem Edwards
Principal

Walkthrough Review Team:

Jaime Downey
Director of Instructional Resources, Opportunity Network

Majeedah Scott
Director, Multiple Pathways to Graduation

Seth Morones
Strategy Analyst II

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	*124*
Instructional Model	*Direct Instruction*

Daily Student Schedule

Monday to Thursday	*4:30 pm – 8:35 pm*

Course Frequency

Four times per week

Class Duration

Core Courses	*75 min*
Support Groups	*45 min*

Number of Classes

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

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 access tutoring from 4:00 to 4:30 pm before classes begin, and academic support after class. Students can also engage in one course of credit recovery via Edgenuity each module.

College & Career Readiness

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

Additional/Other Certification Opportunities:

Students who are required to meet Act 158 requirements receive 1:1 counseling with an individualized plan to meet their requirements.

Culture of Academic Success

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

Additional/Other Academic Success Practices

The program has also had several nominees for the Senior of the Month recognition program through SDP, and had a student selected to be honored for this award.

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 3)	16	20	3.2	**Expectations Met** *(SY 2022-2023: Expectations Met)*
Domain 2: Instructional Delivery (Page 6)	19	28	2.6	**Nearing Expectations** *(SY 2022-2023: ▼ Expectations Met)*
Domain 3: Conditions for Learning (Page 4)	25	28	3.6	**Exceptional** *(SY 2022-2023: ▲ Expectations Met)*
Total	**60**	**76**	**Overall Percentage: 79%**	

Domain 1: Overall Management

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	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.		**Expectations Met** *(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.		**Expectations Met** *(SY 2022-2023: Expectations Met)*
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.		**Expectations Met** *(SY 2022-2023: Expectations Met)*

Observation Summary

The program has created a welcoming and encouraging learning environment, including the posting of student work, academically focused bulletin boards, and lots of positive staff-student interactions, as well as student-student interactions. Students felt safe and as a part of a community. Schoolwide and classroom rules appeared to be effective and there were consistent expectations observed across setting. One area for improvement in this domain is to provide more frequent positive feedback and praise to students who are meeting school-wide expectations.

Domain 2: Instructional Delivery

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	Performance Rating
1. Instructional Modeling Teachers deliver content in a well-organized, clear, and accessible manner.	Agendas and objectives were not posted and clear in each classroom.	**Nearing Expectations** *(SY 2022-2023: ▼ Expectational)*
2. Curriculum Relevance Teachers make the curriculum relevant for their students and connect to prior and future learning..		**Exceptional** *(SY 2022-2023: ▲ Expectations Met)*
3. Curriculum Rigor Lessons are rigorous and based on grade level standards.	In both math classes, content was below grade level. In science and spanish, content was rigorous and appropriate for grade level standards.	**Nearing Expectations** *(SY 2022-2023: ▼ Expectations Met)*
4. Student Effort Students are working harder than their teachers.	In both math classes and African American History, teachers were doing the major lifts and activities were not as rigorous as the standards required them to be.	**Nearing Expectations** *(SY 2022-2023: ▼ Expectations Met)*
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.		**Expectations Met** *(SY 2022-2023: Expectations Met)*
6. Teacher Questioning Frequently engages all students with the opportunity to think, speak, and write.		**Expectations Met** *(SY 2022-2023: Expectations Met)*
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	There were some examples of higher order questioning in Science and Spanish, but in most classes recall was the main form of questioning.	**Nearing Expectations** *(SY 2022-2023: ▼ Expectations Met)*

Observation Summary

During the observations, the teachers did an excellent job of making the curriculum relevant by making several connections to students' lives and past experiences- bringing in student voice to make connections. Some examples of differentiation were noted, and in all classrooms, students were engaged with opportunities to think, speak, and write. The opportunities for growth in this domain are centered around increasing rigor through questioning, and ensuring that teachers have a full understanding of the standards and the level of rigor that is required to master the standards.

Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	Performance Rating
1. Non-Engagement Teachers appropriately address non-engagement.		**Expectations Met** *(SY 2022-2023: Expectations Met)*
2. Engagement Strategies Teachers use a variety of engagement strategies.		**Exceptional** *(SY 2022-2023: ▲ Expectations Met)*
3. Student Engagement Students are actively engaged in the lesson.		**Expectations Met** *(SY 2022-2023: ▼ Expectational)*
4. Peer Interactions Students are interacting appropriately with other students.		**Exceptional** *(SY 2022-2023: ▲ Expectations Met)*
5. Teacher Interest Teachers show interest in their students.		**Exceptional** *(SY 2022-2023: Expectational)*
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		**Exceptional** *(SY 2022-2023: ▲ Expectations Met)*
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		**Expectations Met** *(SY 2022-2023: Expectations Met)*

Observation Summary

Domain 3: Conditions for Learning is a real strength of OBR Simpson-Evening. Students and staff were appropriate with their interactions, and showed care and concern for each other (student-student, staff-staff, staff-student, student-staff). Students were very receptive to teacher interactions, and the majority of the engagement strategies observed worked for students. Teachers had a clear and vested interest in their students. One opportunity for improvement in this domain is to ensure that all students are engaged with their learning by promoting more student lift (standard in Domain 2), rather than just following along/following directions.