



OPPORTUNITY NETWORK

INSTRUCTIONAL WALKTHROUGH 2018-2019

Program Name: One Bright Ray Simpson

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

INSTRUCTIONAL WALKTHROUGH OVERVIEW

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

GENERAL INFORMATION

Walkthrough Date: April 2, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

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INSTRUCTIONAL MODEL

The One Bright Ray model is a project-based learning model to provide students with the opportunity to complete work that culminates in a final project that extends their learning of the content in a relevant application.

PROGRAM LEADERSHIP

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WALKTHROUGH REVIEW TEAM

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PROGRAM OVERVIEW

One Bright Ray Simpson is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to provide students with opportunities to develop social and emotional skills necessary for successful participation in the school setting as well as maintain and continue to develop academic skills necessary for grade promotion and credit attainment at the secondary level. The program is designed to allow students to manage their workload as they complete their final project in an effort to develop skills needed at the post-secondary level.

Daily Structure - the instructional day consists of a full academic schedule

- Incorporates project-based learning design that is the central focus of the OBR programs
- Four-week modules that are delivered quarterly with two parts each for a total of eight weeks
- At the end of a module, there is a curriculum connected project that students must complete after each four-week module resulting in eight projects per year in each subject

Teacher Feedback

- Site administrators provide feedback using the Danielson model and offer informal feedback throughout the day
- Lesson plans are posted in centralized locations and modules are designed as storyboards for the entire four-week period
- Site administrators and central staff periodically review the storyboards providing formal and informal feedback to instructors
- Teachers participate in collaborative planning with the Dean of Academics

Intervention

- TABE data is used to identify students for interventions during daily TABE Academy blocks
- Instruction with a teacher is supplemented with access to an online program that personalizes learning based on the accompanying program assessment
- Teachers receive support for providing accommodations to diverse learners

Professional Development – the instructional staff have received feedback on the following topics:

- Teachers are provided professional development during individualized meetings with the Dean of Academics
- Central office staff has implemented a plan for professional development with a consultant who is focused on assisting them with understanding standards-aligned instruction
- Teachers receive ongoing support for instructional delivery from program and central office administrators

Parent Communication – parents receive information from the program staff as needed and during regularly scheduled times for sharing progress

- Parent communication is provided by teachers during parent conferences
- Administrators provide ongoing communication as needed

Use of Data – the administration and instructional staff use the following to monitor student performance:

- Students take the TABE assessment an average of two to three times per year
- Data walls are maintained by central office administrators
- Data dialogues occur with the program administrators during central office meetings
- Sites conduct data meetings with the leadership team and with the staff

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There is a consistent welcoming environment across the program where teachers display interest in their students and the attempt to engage them.
- The program emphasizes a connection to relevance and real-world experiences.
- The students have input into their learning and work on completing specific content-focused tasks.
- There are consistent expectations for behavior that have been put in place and are reinforced in each classroom.
- Students indicated that they feel cared for by the staff.
- The academic work is supported by Google Classroom.
- There is a shared page for centralized materials and the standards have been identified for teachers.
- Teachers receive consistent feedback on their lesson design and implementation.
- There is an intentional focus on backwards design in module planning and all lessons are connected to meeting the goals of the final project.
- The administration provides ongoing support to the teachers in the development of lesson plans.
- The administration has developed an intervention block and has focused on providing students intervention experiences to remediate gap skills.
- The structure in place requires students to be active participants in the learning experience where they have been assigned work to complete on their own as part of the learning experience.
- Teachers incorporate a consistent common board and post documents that demonstrate the learning sequences that they will incorporate where all modules have been planned in advance of the implementation.

PERFORMANCE SUMMARY ON THE THREE DOMAIN AREAS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	14	20	70
Domain II: Instructional Delivery	13	28	46
Domain III: Conditions for Learning	18	28	64
TOTAL	45	76	59

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School - wide rules and procedures operating effectively.				X	
3. Classroom rules and procedures are operating effectively. <i>In some classrooms, teachers were not consistently or successfully reinforcing the expectations for student behavior that were established by the program. There were disruptions to the instruction and some of the students were not following the classroom routines or following the procedures. There were some students, who were not compliantly engaged causing interruptions to instructional time in classrooms.</i>			X		
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide. <i>Teachers made attempts to redirect behavior in some classrooms. Some attempts were less successful in redirecting the disruptive behavior.</i>			X		
5. Teachers display awareness of conditions.				X	

Summary: The program has established school-wide expectations that have been effective in maintaining a safe and orderly environment. The instructional staff reinforce the expectations. Program staff monitor the climate and respond to student needs. Staff and student relationships were highlighted during the student interviews as a positive aspect of the program.

Opportunities for Growth:

1. **Ensure classroom expectations are in place and aligned to the school-wide expectations.** Create opportunities for teachers and students to understand the expectations for appropriate behavior and offer support in having them develop aligned classroom management plans.
2. **Provide ongoing professional development to staff on effective classroom management to increase their ability to address inappropriate behavior and prevent disruption to the learning environment.**

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>1. Teachers model the thinking and learning process.</p> <p><i>Teachers model the thinking and learning process for students in most classrooms; however, the subject matter is not consistently aligned to the standards. Gradual release was part of the instructional delivery in most of the classrooms observed, which is in adherence to the program design.</i></p>			X		
<p>2. Teachers make the curriculum relevant for their students.</p>					X
<p>3. Lessons are rigorous.</p> <p><i>Lesson activities and materials are not consistently aligned to grade level standards. Higher levels of thinking and complex materials are used less frequently providing students with inadequate opportunities to demonstrate grade-level thinking. Students did not consistently engage in thinking activities that would deepen their understanding of the content in several classrooms. Several classrooms used materials that were below the standard. Vocabulary that was selected as focused content vocabulary was far below the grade level and did not serve a purpose for the reinforcing the conceptual understanding needed to help students being successful in demonstrating key knowledge and skills for the content they were learning.</i></p>		X			
<p>4. Students are working harder than their teachers.</p> <p><i>Students were observed working in cooperative groups in some classrooms. While some teachers implemented a gradual release model, there were several that did not require students to complete grade level work. At times, teachers were offering lower level activities for students to complete. The implementation of the OBR model requires students to complete assignments on the Google classroom site, which requires students to take ownership of the work, but the level of challenge in the work varied across classrooms.</i></p>			X		

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>5. Evidence of data is visible.</p> <p><i>Some classrooms have data posted and there has been an organization level attempt to look at data more closely. The staff reported that there is an attempt to look at the data from TABE and intervention blocks have been created to focus on addressing the deficit areas in this assessment.; however, the instruction observed during the intervention did not appear to be adequately structured to address skill deficits. Rubrics are used with students, but some do not measure progress on academic skills aligned to the standard.</i></p>			X		
<p>6. Teachers question all students with the same frequency.</p> <p><i>Teachers questioned students infrequently resulting in some students responding more than others in many classrooms. There were attempts to group students to complete cooperative activities, but the focus and questioning was not at the level of the standard. In many classrooms, students were required to respond to content by design of the model; however, teachers monitoring of their responses was unevenly distributed. Several students were observed to be answering incorrectly or not participating with little response from the teacher.</i></p>		X			
<p>7. Teachers ask all students questions at different levels of cognitive complexity.</p> <p><i>Questioning did not require students to engage in higher level thinking. Most questions were lower level questions that were below the level of thinking required by the standard. The focus of the activities observed in many classrooms were focused more on project completion without reference or connection to the standard.</i></p>		X			

Summary:

The program requires teachers to post lesson plans and incorporate a common board that identifies the standard as well as the tasks for the day for students. There is a common lesson plan format in addition to required artifacts on the board that include a project rubric. The teachers are given the standards by the central office that outline the scope and sequence of the coverage of the standards to use as they create modules in the storyboard format. The staff incorporate a standardized lesson plan format that lists accommodations and modifications as a section on the plan. There is a communicated intention for staff to make learning relevant and interesting to students.

Opportunities for Growth:

- 1. Support teachers in ensuring that their objectives are a direct reflection of the standard in terms of the student outcomes and the complexity of the thinking required by the student outcomes.** Consider how teachers might anchor the work in each part of the module to furthering students demonstrating knowledge and skills required by the appropriate grade level standard.

2. **Assist teachers with incorporating scaffolded questioning to ensure that they are drawing conclusions about the content and solidifying the knowledge and skills they need to demonstrate as they move through the module.** Consider providing professional development that assists teachers with preplanning specific questions that provide them insight to student understanding at varied levels for the content they are teaching.
3. **Assist teachers with using the gradual release model effectively to ensure that students have increased ownership of the thinking and learning as they engage with the content.** This would help teachers to plan their storyboards with a focus on activities that lead to the thinking required by the standard(s) to which they are aligning the specific lesson.
4. **Ensure that the final project helps teachers determine that students have mastered standards-aligned outcomes that have been incorporated into the rubric; assist teachers with aligning the initial activity and the exit ticket to a standards-aligned student outcome to demonstrate adequate exposure and mastery to the state standard.** Assist teachers with mapping out the storyboard to allow them to connect each day to mastering the appropriate grade level standards to ensure adequate exposure and coverage throughout the year.
5. **Consider how the work in Google classroom informs the instruction for the upcoming day and how a teacher may plan responsively for that next layer of instruction in order to increase student achievement.** Assist teachers with examining the student outcomes in the tasks completed in Google classroom to provide responsive instruction that assists students with mastering the content.
6. **Ensure that final projects demonstrate more in-depth knowledge of the content and extend the learning.** Continue to provide teachers with support on looking at the outcomes they are requesting of the students in the final project in assessing student mastery of the key content that is captured in the grade level standards.
7. **Assist teachers with selecting vocabulary that reinforces the conceptual understanding and has a high utility for future use as students apply these words flexibly.** Provide professional development that increases the teachers' use of appropriate instructional strategies for reinforcing key vocabulary.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>1. Teachers are aware of non-engagement.</p> <p><i>Teachers did not address some of the students that were not engaged at any time during the lesson. At times, students in these classrooms were redirected unsuccessfully.</i></p>			X		
<p>2. Teachers use a variety of engagement strategies.</p> <p><i>Students in some classrooms were not engaged in the lesson. There were limited attempts in some classrooms to facilitate student engagement or offer interactive activities with the content or other students in some of the classrooms observed. In classrooms focused on furthering mastery of the ELA standards, some teachers were observed reading to students rather than offering students the opportunity to read the material regardless that students volunteered and requested to do so in one of the classrooms designed as a reading intervention classroom.</i></p>			X		

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>3. Students appear to be engaged in the lesson.</p> <p><i>Each classroom observed had students not participating in the work they were directed to do. There were some attempts by teachers to re-engage the students. Some were successful and others were not successful in redirecting the student.</i></p>			X		
<p>4. Students are interacting appropriately with other students.</p>				X	
<p>5. Teachers show interest in their students.</p>					X
<p>6. Students are appropriately responsive to teacher interactions.</p> <p><i>In a few classrooms, student response was not appropriate to the teacher and there was an argumentative response observed in two classrooms. The response only briefly interrupted instruction.</i></p>			X		
<p>7. There is evidence of the school-wide focus in the classrooms.</p>				X	

Summary:

The program has standardized components that ensure the necessary conditions for learning to occur. There are consistent expectations that have been communicated by the administrative team and are supported as well as being consistently reinforced by them. Staff and students stated that they feel respected and valued. There was consistent articulation of the program's goals and areas of focus during the interviews. There was evidence of these expectations being implemented in the classrooms with little variance. The administrative team has put in place structures that ensure that these components are positive aspects of the program.

Opportunities for Growth:

- 1. Assist staff with utilizing a variety of engagement strategies to promote appropriate interaction with one another while engaging in discourse about the content.** Consider professional development opportunities that might increase the teachers' knowledge of instructional strategies for increasing compliant and cognitive engagement.
- 2. Provide professional development that assists teachers with ensuring adequate learning conditions.** Assist teachers with teaching and reinforcing behavioral expectations and the competencies that are developed through intentional social and emotional learning.