

Instructional Walkthrough Report
SY 2023-2024

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<https://www.onebightraycommunity.org>**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.*

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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 284

Instructional Model *Direct Instruction*

Daily Student Schedule

Full Day 8:15am – 3:40pm

Half Day 8:15am – 12:00pm

Course Frequency

Core Courses Once a day (or 5 times a week)

Keystone Courses Twice a day (or 10 times a week)

Class Duration

Full Days 65 min

Half Days 35 min

Number of Classes

Number of courses students can take 5 classes, or 4 credits if enrolled in Keystone courses.

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 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 also has community building courses known as OBR Seminar and provides academic support before and after school four days a week.

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)	12	20	2.4	Nearing Expectations (SY 2022-2023: ▼ <i>Exceptional</i>)
Domain 2: Instructional Delivery (Page 4)	11	28	1.6	Did Not Meet (SY 2022-2023: ▼ <i>Expectations Met</i>)
Domain 3: Conditions for Learning (Page 6)	16	28	2.3	Nearing Expectations (SY 2022-2023: ▼ <i>Expectations Met</i>)
Total	39	76	Overall Percentage: 51%	

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.		Expectations Met (SY 2022-2023: ▼ Exceptional)
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met (SY 2022-2023: ▼ Exceptional)
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.	In some classrooms, inconsistent procedures for off task behavior were observed. Some students had headphones and watched videos, and some had chromebooks when they did not need it. In some classrooms, students didn't have the laptops they needed in order to complete the assignment.	Nearing Expectations (SY 2022-2023: ▼ Exceptional)
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	Inconsistent acknowledgement of students who were off task, and in some cases disruptive, and inconsistent positive praise was observed. In Chemistry, the teacher did respond to students' understanding of what was happening, caught students up as they came in, and addressed any nonengagement.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.	Inconsistent adjustments to lessons based on students-- in some classes, students were confused about the task and instructions and confusion went on for several minutes. In some cases, students never actually got into groups or got to the task.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)

Observation Summary

The program has maintained a warm and welcoming environment, with instructionally focused bulletin boards and student work posted throughout. There were clear school-wide procedures in place that were being followed in a variety of settings, including procedures for: bathroom, procedures for late students, and raffle tickets to promote positive behaviors/participation. Some areas for improvement in this domain are to establish classroom norms and procedures around how to respond to disruptive and off-task students, and student use of technology. There was minimal praise offered when students were doing the right thing, while most behaviors that were disruptive or off-task went ignored.

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.	In some classes, instructions for tasks led to confusion and students did not get into the task as it was designed. In some classes, teachers did not get to the objective as it was written in the lesson plan. In most classes, teachers had a warm up, activity, and closure.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
2. Curriculum Relevance Teachers make the curriculum relevant for their students and connect to prior and future learning..	During the observations, there were missed opportunities observed in math, english, and art history for connections to the real world. In Social Science, content was connected automatically to real world events, but there were several missed opportunities to bring in what students already knew and current events.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
3. Curriculum Rigor Lessons are rigorous and based on grade level standards.	In all classes observed, with the exception of Chemistry, activities were below grade level-- in math, students were doing middle school activities (in both Algebra 1 & 2). In Spanish, students were not asked to speak Spanish or modeled any Spanish. In English, students were making connections with pictures and the teacher was doing the analysis for them. In Social Science, the activity was to compare and contrast simple facts .	Did Not Meet (SY 2022-2023: ▼ Expectations Met)
4. Student Effort Students are working harder than their teachers.	In all classes observed, students were inconsistently "on task", although this is not the same as working on worthy tasks. Chemistry was the only class observed where students were working on a grade level, rigorous task and owning their learning.	Did Not Meet (SY 2022-2023: ▼ Exceptional)
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.	There were some observations of 1:1 interactions to support students' with focus and instructions, but limited evidence of differentiation with small groupings, edited lessons, or in lesson plans.	Nearing Expectations (SY 2022-2023: Nearing Expectations)
6. Teacher Questioning Frequently engages all students with the opportunity to think, speak, and write.	In all classrooms observed, there were students who did not participate and were not called on to participate.	Did Not Meet (SY 2022-2023: ▼ Expectations Met)
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	In Chemistry, the teacher asked the why behind several activities and questions. In Social Science, the students pushed the teacher to increase complexity of questions.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)

Observation Summary

In the instructional domain, there were several areas for improvement. Aside from Chemistry, which modeled a level of rigor not observed in other classrooms, 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 curriculum. It is recommended that OBR Simpson invest in coaching and training teachers on its curriculum fully, 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 invest in fully building out its curriculum to provide clear expectations for coursework for teachers.

The program should consider partnering with an outside contractor or curriculum provider that can provide feedback and support in the development of curricula. 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: Frequently engages all students with the opportunity to think, speak, and write.

The program should incorporate expectations for student participation through thinking, speaking, and writing into lesson plan formats.

Once these expectations are established, school leadership can conduct targeted observations and coaching to teachers on increasing student participation through planned opportunities for thinking, speaking and writing.

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.	In some classes, teachers did address non-engagement (ex: sleeping, off task behaviors), but in others, non-engagement was ignored.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
2. Engagement Strategies Teachers use a variety of engagement strategies.	Some engagement strategies observed were: attempts at group work (not always successful), visuals, graphic organizers, chromebooks.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
3. Student Engagement Students are actively engaged in the lesson.	During most observations, students were on task, but students were not consistently actively engaged in their work.	Nearing Expectations (SY 2022-2023: ▼ Expectations Met)
4. Peer Interactions Students are interacting appropriately with other students.		Expectations Met (SY 2022-2023: Expectations Met)
5. Teacher Interest Teachers show interest in their students.		Expectations Met (SY 2022-2023: Expectations Met)
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Expectations Met (SY 2022-2023: Expectations Met)
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.	During the observations, there was no evidence of the school-wide focus areas that were named: content area collaboration, data driven instruction, or analysis level questioning.	Did Not Meet (SY 2022-2023: ▼ Expectations Met)

Observation Summary

Although staff members were showing interest in their students, and attempting to build rapport with students, a school-wide approach is necessary. Non-engagement and off-task behaviors were prevalent throughout the observations, whether it be disruptive or non-disruptive. There was no consistent approach observed for how to respond appropriately to this.

Opportunities for Growth

Standard 7: There is evidence of the school-wide focus in the classrooms.

The program should emphasize school-wide focus areas in PLC, staff meetings, individual teacher coaching, and through classroom observations.

The concrete focus area that was provided should be incorporated into all spaces and places where teachers are developed. Clear systems should be in place for school leadership to review data driven instruction and analysis level questioning with teachers, as well as incorporating this into PLC time for teachers to do together.